

CHAPTER IV

FINDINGS

This chapter discusses the findings result of the study. It covers the data presentation and data finding related to the formulation of the research question.

A. Data Presentation

In the data presentation the researcher would like to present about the data that has been gotten during having observation in the classroom. It is based on the formulation of the research question they are: how is the teacher and learner conducting interaction in the classroom, what are the aspects of interaction in the classroom and what are the patterns of interaction are used by the teacher and learner during the teaching learning process and some additional data in supporting the research findings such as the classroom organization, classroom activity and the approach of teaching method in the classroom. It is as follows:

1. How the Teacher and Learner Conduct Interaction in the Classroom

Based on the observation that has been done by the researcher that on 06, 13, and 18 May 2015 and interview with the ten students and also English teacher, it can be described that the interaction that they are conducting in the classroom is absolutely interactive, its mean teacher and learner used two ways of interaction, they change their opinion each other while in teaching learning

process. The teacher said that good interaction in the classroom is absolutely very needed in teaching learning process because for the teacher they can explore the material by interact and communicate with their students and by implementing good interaction it is very meaningful to support students' participation during the process of teaching learning. Through meaningful interaction, the teacher can provide opportunity for the learner to interact not only with the teacher but also with their friend both in a group work and in individually. Moreover, classroom interaction can stimulate the learner to speak because it is useful in stimulating them to think, understand and to give respond to the given stimulation.

Based on the interview with English teacher, he suggest that the way to create good atmosphere in the classroom activity is by invite the learners to pay attention in the topics of discussion, other that they used strategy during teaching learning by playing – studying –memorizing. By applying this strategy the interaction in the classroom will be interactive and effective, because learners will not got boring in teaching learning process, other that the can accept the material that has been given by the teacher easily. The teacher also say *“by enjoying the study the learner more interest to join my class, and I feel more easy to explore my material to them, although it is slow but sure. By implement this principle both of us to be more active to talk in the classroom interaction although firstly the teacher take place in the talk but after that the learners take their turn while I am observe all of them”*.

At the second place, based on having observation in the classroom and interview with ten students of tenth grades it can be concluded that they feel their classroom is building good atmosphere of interaction, it is can be seen from the verbal and non – verbal interaction both of them. Although it was begun from the teacher talk but after that the learner also takes their turn in interaction. Such as they always answer and asked question from the teacher and this occur alternately both of them. Other that when they felt bored with the classroom condition they always asked the teacher to change the method of teaching such as by study by playing, listen to the music, even comes to out door in order got fresh situation and condition, on the other hand they are also frequently do discuss in the small group rather than individually to done the work given by the teacher. It was intended in order they can work together, avoid saturation in doing the task and they can share each other and exchange their opinion. By implement this, hopefully the classroom is would be effective, and the interaction to be more effective. It is because the proportion of teacher and learner talk same. It means both of them together can establish the effectiveness and interactivity in communication in the classroom.

From all those data presentation, presenting the data related to the classroom interaction cannot be separated from presenting teacher and students' activities in the classroom. However the conditions of the classroom in generally give some effect in the teaching learning process such as the classroom organization, the classroom activities and also the approach of

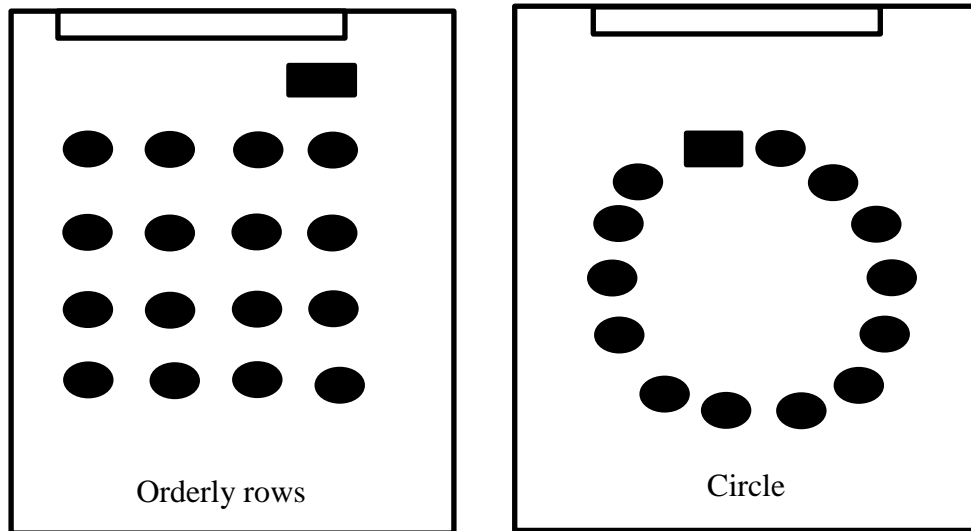
teaching method in the classroom. The activities occurred in each of this were presented in the following:

a. The Classroom Organization

As it has been mentioned in chapter 1, the subjects of the study were the Female Students of Tenth Grade in SMA Jawahirul Hikmah Tulungagung in academic year 2014/2015. They attended the English lesson as a compulsory subject in the first term in the academic year of 2014/ 2015. Most of them had been mastering English because they already accustomed to communicating using English in everyday conversation, however in the boarding school they were obligated to use English, but they had various ability levels, some of them were good in English and the others were lest.

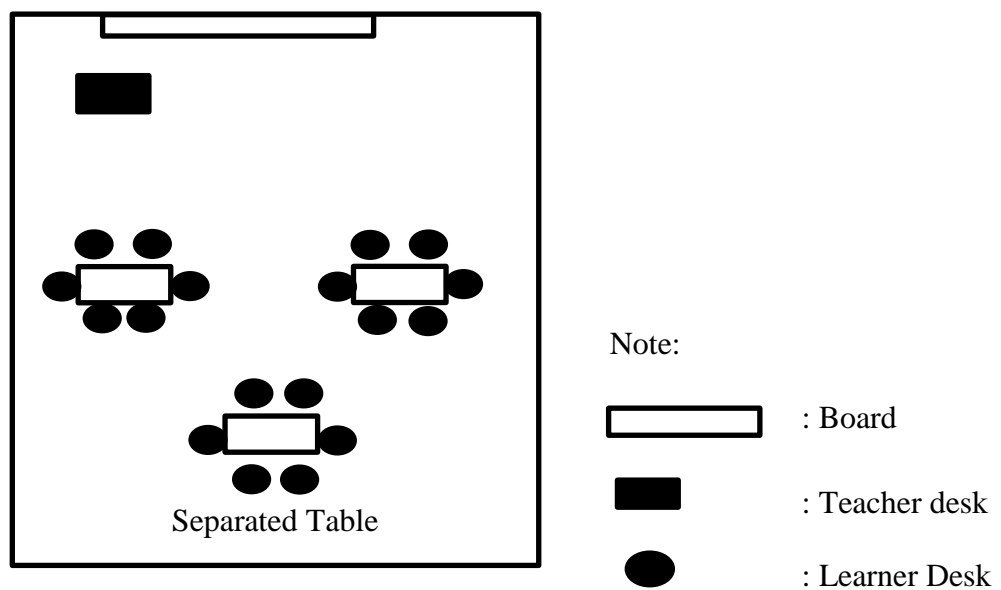
In this school between male and female students are separated. For each class they got English subject in a twice for a week. For boys' students on Tuesday and Wednesday, while girl students on Monday and Wednesday in the second period. Because of the researcher only focus on the female students, she got opportunity conducted the observations on Monday and Wednesday. In this class there are 23 students, 11 students come from X-1 and 12 students come from X-2. The seating arrangement and other teaching-learning equipment were arranged in a way illustrated in the following picture.

Figure 4.1 The seating arrangement in the whole class



But when they have discussion, the students in the group were usually asked to move their in a round so they could do the discussion easily. The seats were arranged in a way as they are showed in the following picture.

Figure 4.2 The seating arrangement in group discussion



According to Harmer (2007:42), the model of this seating arrangement known as horseshoe, here are the advantages of this model of seating arrangement:

- 1) The teacher has clear view of all students and the students can all see the teacher
- 2) If there are aisles in the classroom the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing
- 3) In pairs group work, this arrangement makes students can work with the people next to them, on the right side of them or on the left side of them
- 4) And when students sit in small groups at individual tables, it is much easier for the teacher to work at one more tables while the others get on their own work.

b. The Classroom Activity

While doing observation in the classroom, there are three main activities during teaching learning process, it is covering: activity before the lesson (Pre- teaching activity), activity during the lesson (While- teaching activity) and activity ending the lesson (Post- teaching activity)

1) Activity before the Lesson (Pre- teaching activity)

The teacher's activity before the lesson can be described as follows:

- (a) Checking teacher's equipment: this was to make sure that everything needed was available.

- (b) Checking the room equipment: this was to make sure that the blackboard, chalk, eraser, etc. were ready to use.
- (c) Ensuring access: this was to make sure that the teacher would have access to every student in the class. The arrangement of students' desks should be in such a way that the teacher could move freely around the class.
- (d) Reducing the distance: this was to make sure that the students did not sit too far from the teacher. If there were empty desks in the front row, the teacher should ask the students who sit at the back to move forward.

2) Activities during the Lesson (While- teaching activity)

The teacher enters to the class, than stood in front of the class and opened the lesson by greeting the students. After that, there were different kinds of teacher activities related to the materials. Those activities covered:

- (a) Introduce the new material that would be tough to the students
- (b) Presenting the materials. In her explanation, the teacher used both of the first and target language. The use of first language was to give clear understanding about the material, whereas the use of target language was to make the learners get usual to listen and use the language.
- (c) Giving a dialogue and pattern practice. Here the teacher also used the first and the target language to give the students ability to communicate in English.
- (d) Asking the students questions related to the materials
- (e) Giving the students feedback and reinforcement

- (f) Giving the learners jokes in order to avoid boredom and attract students' attention
- (g) Giving the learners task and evaluation to know how far the learners' mastery toward the lesson given.

Whereas the activity mention above became the basic of interaction activity in the classroom.

3) Activity ending the lesson (Post- teaching activity)

When the time was up, the teacher stopped as the cleanest break-in activity. She advised the learners to study the materials. Before leaving the class, she collected the equipment she had used and cleaned the blackboard.

In accordance with the teacher's activities describe above, the learners' activities can be generally described as follows:

- (a) Attend the lesson
- (b) Answer the teacher's questions
- (c) Respond to the teacher's stimulus
- (d) Ask question if they did not understand
- (e) Did the task.

Sometimes, the students work in groups, but sometimes individually or in pairs according to the type of task given. For instance, when the students were asked to discuss something, they worked in group; when they were asked to practice a dialogue, they work in pairs; but to do exercise on the book, they work individually.

c. The Approach of teaching Method In The Classroom

From the data that has been collected from the observation during at least one month, the researcher find out that teacher used various methods relevant to the situations in the classroom. It is such as GTM, Communicative approach, and TPR (Total Physical Response), there three approach can be described as follows:

1) Grammar Translation Method (GTM)

Teacher used this approach when he explained new teaching material in the attempt to make the students understand it more clearly. However teacher opines that the goals of use grammar translation methods are to be able to read the literature written in the target language, to do this students need to learn about grammar rules and vocabulary of target language, in addition it is belief that studying a foreign language provides students with good mental exercise which help develop their minds. In this case the students are taught to translate from one language to another, often what they translate are reading in the target language. However one of constraint in the classroom interaction is about the students mastery in grammar and vocabulary, although they has been accustomed to use English in their daily interaction but some time they still not mastering the vocabulary over all however the structure of the grammatical. This all are the reason why teachers apply this approach to foreign language teaching. Such as the data gotten from the dialogue between teacher and learner in the classroom during teaching learning process, as it was shown below:

Teacher : OK Students! Now, open on pages 60, all of you do you bring your text book?

Learner : Yes sir!

Teacher : OK, good! In this time we would like to discuss about expressing disbelief, before it do you know what is disbelief expression?

Learner : *ungkapan tidak percaya (unbelieves expression)*

Teacher : Ya, ungkapan tidak percaya atau masih ragu-ragu, unbelieve expression, any others? More complete explanation may be?

2) The total Physical Response

The teacher wanted to practice the target language through commands. In this case, the students were obeying the teacher's commands by doing what the teacher said. For instance, when the teacher said, "Do it in a group or make a partner, please!" then the learners do the exercise. Here are the examples of interaction which occur during in the teaching and learning process.

Teacher : Wait a moment, I will prepare the projector for our media today, ohh yaa... some of you can you help me to erase the white board in order you can see my slide clearly. Tolong dihapus tulisan yang ada di papan tulis (*erase the word on the white board please!*)

Learner : Yes sir !

(salah satu dari murid maju kedepan dan menghapus papan tulis)

Teacher : Thank you so much.

3) Communicative Approach

This method was used when the teacher communicated with the students based on real need to communicate. There are three types of communications as follows:

- (a) One-way communication, in which the students just listen the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students.

In this case after prepare the media that's projector the teacher begin to explain about the material that is about application letter and no talk in this time except teacher, if the students less understand about the explanation they may ask in the end of explanation.

- (b) Restricted two-way communication, in which the learners respond orally to the teacher in whatever language (the target or the first language) or even by using gestures.

This kind of communication was used when the teacher asked the students about things related to the materials of the lesson it was used to see the student involvement in the lesson.

- (c) Full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. The target language used is simple and limited. In this case, the correct grammar is not the main goal, but meanings should be well understood by each communicant. This kind of communication was used when the students had question and-answer activities with their friends.

2. The Aspects of Classroom Interaction

In the aspects of classroom interaction, it was divided into two aspects of interaction it was: The Teacher Talk and The Learner Talks. In which the teacher talks identified the utterance that produced by the teacher during do the interaction or the language typically used by the teacher in their communication. It was divided into two types, the indirect influence and direct influence. The indirect influence is 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, such as Deals with feelings, praise or encourage, jokes, and uses ideas of the students. While the direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity, such as giving information, give direction, criticized students' behavior, and criticized students' response.

Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. However the teacher talks, he only use some aspects from the Foreign Language Interaction Analysis. From 12 categories of Teacher Talk and 6 categories as the Learner Talks, in this case the researcher found 9 categories from the teacher talk involved the direct influence and indirect influence and 6 categories as the learner talks. Here are the following data gotten during conduct the observation in the classroom.

a. Deals with feelings

In dealing with feelings such as accepting, discussing, referring to or communicating understanding of past, present or future feelings of students. In this case such as the teacher asking questions to the students about their feeling in following his class during this two semester, as the data has been got by the researcher in the observation in classroom. For the more detailed explanation, here are the data gotten from the transcription of interaction, it is as follows:

DATA 1

Teacher : But, I hope you will answer my questions honestly ya! Answer honestly from deepness of your heart, don't just make me happy but you was lie, I don't like it, all of you be honest yaa..

Learner : Okay sir

Teacher : *Did you enjoy my class?* (Deals with feelings)

Learner : Yes sir, of course!

Learner : Yes sir, we are very happy in you class, because you always give us something different, you always make us spirit in study and feel happy in your lesson

Teacher : Are you sure? Is that right?

Learner : Yess sir. We promise it

b. Praises or encourages

In this aspect of interaction the teacher praised, complimented, told to the students why what they have said or done was valued. Based on the observation teacher was often gave praise and encouraged to students by giving the good word to them in order they feel happy and make the students confidents in talk. Moreover, the teacher confirmed that the students answer

were correct. Here are the data gotten from the transcription of interaction between teacher and learner in the teaching learning process, it is as follows:

DATA 1

(The students come forward practice the dialogue that have they make with the group, it is occur in ten minutes until the time was over)

Teacher : ***Okay, good job guys. Give applause for us!*** (Praising)

Learner : (Clap hand)

DATA 2

Teacher : Now some of you lets make an example?

Learner : She learn to speak English well

Teacher : ***Yes, Very good*** (Praising)

DATA 3

Teacher : OK Thank you, that's very good. Others who want to retell the description about Soekarno without see the picture

Learner : Ir. Sokarno is Indonesia's first president he was born in Blitar, East Java, June 6, 1901 and died in Jakarta on June 21, 1970 at age 69 years.

Teacher : ***Excellent!*** (Praising), (while the teacher raise his thumb) All of have understand yaa?

c. Jokes

A joke is often shown in this class, because the teachers are humorous person, he always creates a joke a make the students laugh to entertain the students in order not feel boring in the classroom during the teaching learning process.

DATA 1

- Teacher : Ohh,, that's nice, I'm eat Sate and noodle in my breakfast today
- Learner :Wooooowww, that also nice sir
- Teacher : *Of course, buy the way, do you know what I mean by S-A-T-E ? It is Sambal Terong*
- T and Learner : *(Laugh)*
- Teacher : okay enough, now let's come to the material today. Ohh ya before it, who is absent today? None?
- All Learner : No one sir,

d. Uses ideas of students

In the Use ideas of the students, teachers clarifying use interpreting and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. In this case, based on the data that has been found by the researcher in the classroom observation, she was found that the students uses their ideas after the teacher ask question to them.

DATA 1

- Teacher : Yes, now we are going to the next material yaa, on pages 28 it is about expression, ladies what do you know bout expressions?
- Learner : Feelings sir, ya seperti perasaan gitu (such as feelings)
- Teacher : Yes right, addition?
- Learner : People ideas in their means sir, idenya seseorang
- Teacher : *Good, so expressions is a think that people say, write or do to show their feelings, opinions or ideas, do you get it? (Use ideas of the students)*
- Learner : Yes sir,

e. Asks questions

Ask questions are the most often occur in the process of interaction in the classroom, most of the learner talk begin when the teacher ask question to them

DATA 1

Learner : Yes sir

Teacher : *Ok now, what is description?* (Ask Questions)

Learner : Mendiskripsikan sesuatu (Describe something)

Teacher : Ok describe something, any others?

DATA 2

Teacher : Yes, that's right. And what about the grammatical used in descriptive?

Learner : Simple present tense

Teacher : *Okey, Now how is the pattern of simple present tense?* (Ask Questions)

Learner : I'm sir. It is Subject + V1 + Object + keterangan (Adverb)

Teacher : Excellent, jadi rumusnya subject, to infinitive, object dan yang terakhir adverb.

Whereas the other side of teacher talk is called "direct influence" it was done whose aim is to encourage students to involve directly in the teaching and learning activity, such as: giving information, give direction, criticized students' behavior, and criticized students' response. Here are the following data gotten during conduct the observation in the classroom.

f. Gives information

Give information usually occur when the teacher clarify the students answer and give addition about the more detail information or explanation from the topics that has been discussed.

DATA 1

Teacher : *No onces? Hmmmm.. okey descriptive text that a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. For example describe your classmate, describe popoh beach or other, did you understand now?* (Gives information)

Learner : Yes sir

Learner : Jadi itu mendiskripsikan segala sesuatu apapun itu ya sir?
(Describing about everything)

Teacher : Yes, that's right

DATA 2

Learner : I'm sir. It is Subject + V1 + Object + keterangan (Adverb)

Teacher : Excellent, jadi rumusnya subject, to infinitive, object dan yang terakhir adverb

Learner : Sir to invinitive itu apa lo sir? (What is to infinitive?)

Teacher : *To infinitive, yaitu to yang diikuti oleh verb 1, kata kerjanya ini bisa transitif dan intransitive, example: to watch him eating really gets on my nerves, to walk alone in the darkness is dangerous, do you get it?* (Gives information)

Learner : Yes sir!

g. Gives directions

Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity. Here the teacher gave directions, request or command to the students. This happened such as when the teacher asked the student to make a group, to make some example after the teacher explains the material and asked the students submit after they do the work.

DATA 1

Teacher : Yaa, so such as I have say before expression is things that people say, write or do to show their feelings, opinions or ideas, such as expressing Disbelief, Expressing Agree, Expressing Disagree, Surprised Expression and other. From my explanation any questions?

Learner : Nothing sir

Teacher : *Ya, now please make a group consist of 3 or 4 make some dialogue about expression* (Gives direction)

Learner : It is free expressions sir?

Teacher : Yess free,

I will give you some example of dialogue that about surprised expression, but I suggest you don't copy this on your assignment, because it's just an example, okey! (Gives direction)

DATA 2

Teacher : *Okey, times is over, you have to submit your work guys!* (Gives direction)

Learner : wait moment sir! kurang sedikit (Almost)

Teacher : Yes, I count you until 10.. 10,9,8,7,6,5,4,3,2,1. Submit it please!
Okay now the name who I call please come forward and practice it in front of the class with your group

DATA 3

Teacher : To infinitive, yaitu to yang diikuti oleh verb 1, kata kerjanya ini bisa transitif dan intransitive, example: to watch him eating really gets on my nerves, to walk alone in the darkness is dangerous, do you get it?

Learner : Yes sir!

Teacher : *Coba sekarang buat contohnya! (Now let's make an example!)*

Learner : She learn to speak English well

h. Criticizes student behavior

The teacher criticized in every student's behavior such as remained the student when they do the non acceptable behavior, such as when the students noisy the teacher asks them to keep silence and pay attention to the teacher.

DATA 1

Teacher : Behind... you understand what I have explained to you? *Jangan hanya tolah toleh* (don't shake your head), coba jelaskan kalimat mana yang mengidentifikasi expressi complimenting someone

Learner : Mmmmmm, you look tidy with your new hairstyle sir?

Teacher : Yaa.. Kalau gurunya menerangkan diperhatikan, *jangan guyonan sendiri, apalagi tolah toleh kebelakang, yaaa (please pay attention to your teacher, don't joke by your self*, furthermore face to behind)

Learner : Yes sir, I'm sorry!

i. Criticizes student response

In the criticized students response teacher talk happened when he telling his students if his or her own response are not corrected and acceptable, or sometimes annoyance with the students who can't answer the teacher questions.

DATA 1

Teacher : Yes enough, Now let's continue to our lesson, there are how many kinds of expressions do you know?

Or may be what expression usually uses in your daily life?

Learner : One sir

Teacher : *Your answer is so far* "(Criticizes student response), it is not only one, others may be?"

That's all are the data gotten in the form of teacher talk during the researcher done the observation in the classroom. Other that the learner talk also happened in this case such as: Students Response specific, Students Response, open – ended or students initiated, Silence, Silence - AV, Confusion non work oriented, And Nonverbal. Here are the data gotten during having observation in the classroom.

a. Students Response specific

Here are the students responded to the teacher within a specific and limited range of available or previously practiced answers.

DATA 1

- Teacher : Ok, lets me review everything about expression ya, there are how many expression that we have discussed?
- Learner : *Very much sir, may be about four kind of expression* (Students response)
- Teacher : Only four? yakin hanya 4? Coba sebutkan, what is that?
- Learner : *Expressing Disbelief, Expressing Agree, Expressing Disagree, and Surprised Expression, seingat saya itu sir* (Students response)
- Teacher : Okay, other is there any addition?
- Learner : *Expressing angry or annoying sir* (Students response)
- Teacher : Yes, that also one kinds of expressions

DATA 2

- Teacher : Every body did you still remember about conjunctions
- Learner : yess
- Teacher : What about paired conjunctions? Such as both...and..., not only...??
- Learner : *But also, Either ...or..., Neither... nor...* (Students response)
- Teacher : Yes, coba buat contoh kalimat yang ada paired conjunctionya!
- Learner : *I am sir; not only I but also you love him, ciehhhhhhhhh* (Students response)
- T and Learner : (laugh)

b. Students Response, open – ended or students initiated

Students Response open – ended or students initiated is the students responding to the teacher with students' own ideas, opinions, reactions, feelings.

DATA 1

Teacher : Dou you get it?

Learner : Yes sir

Learner : *Is it describing about everything sir?*

Teacher : Yes, that's right

And what is the grammatical used?

Learner : Simple present tense

After the teacher clarify the students answer it is about what is descriptive text, than the teacher asked to all of students, do they get the teacher explanation. And one of the students intended to ask to the teacher based on the data above.

DATA 2

Teacher : Okey, Now how is the pattern of simple present tense?

Learner : I'm sir. It is Subject + V1 + Object + keterangan (Adverb)

Teacher : Excellent, jadi rumusnya subject, to infinitive, object dan yang terakhir adverb

Learner : *Sir what is mean by to infinitive?*

c. Silence

Silence means stop pauses or no talk all, based on the observation, the researcher was found the silence period in the classroom. Here are the following data.

DATA 1

Teacher : Okey, now let's back to our topics today, please open unit two on pages 27 about descriptive

- Learner : Yes sir
- Teacher : Ok now, what is description?
- Learner : Mendiskripsikan sesuatu (Describe something)
- Teacher : Ok describe something, any others?
- Learner : (Silence)
- Teacher : No onces? Hmmm.. okey descriptive text that

From this data the other students only keep silence when the teacher asks them to speak up about the more detailed explanation of descriptive.

DATA 2

- Teacher : Ok, enough, now identify there are how many expression do you ever heard?
- Learner : (Just keep silence, and only look at the teacher)
- Teacher : Speak up please! Don't be shy my students!

In this part of silent the teacher ask the students to mention the particular of expression, but the students only keep silence.

d. Silence - AV

Silence – AV is the silence in the interaction during which a piece of audio-visual equipment, example: a tape recorder, film strip projector, record player, etc. which is being used to communicated. Here are the data got from the observation in the classroom

DATA 1

- Learner : *Little confused sir, I'm still indecisive* (Confusion non work oriented)
- Teacher : still confused, oke wait for a moment I would like to explain you more by showing the slide

(While teacher prepare the slide show, no talk in this section, student just keep silence while wait the teacher, and the conditions of the class become quite).

e. Confusion non work oriented

In this case more than one person at a time talking, so the interaction cannot be recorded. Such as when the teacher asked the students to make a group and they move from the table to sit on the floor, in this case the students was talks more that one person of talking moreover all of them are do talk, so the talk can't be recorded because it was in the crowded situation

f. Nonverbal

In this category, gesture or facial expressions were made by the teacher or the students which communicate without the use of words.

DATA 1

Teacher : belum dikerjakan? (not done yet?), Okey come forward and do it in front of here, for the other don't repeat again ya, if you get homework do it in your home or your boarding school okay?

Learner : *Yes sir (while they nodding them head)*

3. The Patterns of Classroom Interactions

Based on the observations during the teaching learning process in the classroom, it was found that the pattern of classroom interaction was group work or group discussions rather than individual work. It was proven that the teacher always ask the student to make a small group discussions in doing the task given such as making a dialogue about expression and accepting an invitation or offer. Some times in a group it consisted of three up to six students. By grouping the students, the teacher hope that they can do

discussions, exchanging opinions between one another in solving problems and teacher also hopes that students would be more active and interactive in the classroom.

Beside that the researcher also notice that the four patterns of classroom interactions occurred whenever group work was applied. Those patterns were:

a. Interactions among students or student – students interactions

That happened during in the classroom discussions and often in the small group activity, such as when the students find some difficulties in understanding the material or sometimes don't know the meaning of a word in English, they chose to discuss with their friend, rather than ask to the teacher, it is also occur during the small group work discussion, where every group offered their product to their friend.

b. Teachers – whole class interactions

That happened during the class discussion and also this pattern happened when the teacher conveyed learning material and gives instructions to the students. And these patterns are the most common used in the classroom when they did the interaction.

c. Interactions among teacher – group discussion

That happened during the small group discussion when the teacher clarifies the students' difficulties with the task given.

d. Teacher – individual students' interaction

That happened when the teacher do closed interaction with one student, such as answer the student question when one of them got some difficulties.

B. Data Findings

Data findings are the data found during the observation and interview which are appropriate with the formulation of research questions. Here was the more detailed explanation about the data finding.

1. How the Teacher and Learner Conduct Interaction in the Classroom

Based on the data presentation, it can be concluded that both the teacher and learner were play the same role in the classroom interaction, it means both of them has to same proportion in conducted the interaction in the classroom. Not only the teacher that most often talk but the learner has to take turn on it. However, the classroom teacher was applied some strategy in the teaching learning; it is by playing – studying – memorizing. By applying this strategy the interaction in the classroom will be more effective and interactive, because learners wouldn't bored in the classroom, other that the can accept the material that has been given by the teacher easily. In the other hand the classroom teacher also implemented various methods, it was intended to stimulate the students' involvement in the classroom interaction and make the students to be active. The teacher talk, s described in the Foreign Language Interaction Analysis model, in teaching the students, it gave impact to the

students. For example by praising and encouraging the students, they were confident to be more interactive in teaching and learning process and they also felt confident to response the teacher questions.

In doing interaction in the classroom, the teacher and learner employed some types of communicative approach. First, they employed one-way communication, in which the students just listened to the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students. Second, restricted two-way communication, in which the learners respond orally to the teacher in whatever language (the target or the first language) or even by using gestures. This kind of communication was used when the teacher asked the students about things related to the materials of the lesson it was used to see the students' involvement in the lesson. And the third by employed full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. The target language used is simple and limited. In this case, the correct grammar is not the main goal, but meanings should be well understood by each communicant. This kind of communication was used when the students had question and-answer activities with their friends.

In other side the classroom teachers also applied some approach of teaching methods such as Grammar Translation Method, the Audio Lingual Method, the Total Physical Response and Communicative Approach, were not make the students felt bored with the lesson. The teacher talk were to function to stimulate the students' participate in the teaching learning process. The

students were asked to participate in teaching learning process, so that the students were active in learning process. The teacher talk, for example, asked questions to the students, was to function to stimulate learner response and it gave opportunity for less active students to practice. Moreover, teacher talks were also important to direct and encourage the students to allow what the teacher wanted. By implemented this all method and strategy of interaction the condition of the classroom will be more effective and the achievement of the lesson will be run well also the interaction between teacher and learner will happened as good as possible.

2. The Aspect of Classroom Interaction

Related to the aspects of classroom interaction, teacher talk played an important role in the classroom interaction and also the students talk. In practicing the interaction in the teaching learning process, based on the result of the observation, it was shown that the teacher and the students practice the 15 categories of teacher talk and learner talk as proposed by Flander and Maskowitz (1971 cited in Brown, 2001:170). From the 15 categories in FLINT model, the 9 categories was described as the teacher talks and the 6 categories was described as the learner talks. The nine categories of teacher talk covering: (1) Deals with feelings, (2) Praises or Encourages, (3) Jokes, (4) Use ideas of the students, (5) Asking Questions, (6) Gives Information, (7) Gives Directions, request and command, (8) Criticized Students Behavior, (9) Criticized Students Response. While five categories of learner talks covering: (1) Students Response, Specific, (2) Students response open-ended or student-

initiated, (3) Silence, (4) Silence – AV, (5) Confusion non work oriented (6) Nonverbal.

The following table is presented the summary of the aspects of classroom interaction it was included the teacher talk and the learners talk conducted in the classroom.

Table 4.1: The summary of the aspects of interaction in the classroom

No.	Categories	Example		
1.	Deals with feelings	Did you enjoy my class?	INDIRECT INFLUENCE	TEACHER TALK
2.	Praises or Encourages	a. Okay, good job guys. Give applause for us! b. Yes, Very good answer c. Excellent!		
3.	Jokes	Of course, buy the way do you know what I mean by S-A-T-E? It is Sambal Terong		
4.	Use ideas of the students	Good, so expressions is a think that people say, write or do to show their feelings, opinions or ideas		
5.	Asking Questions	a. Ok now, what is description? b. Okey, now how is the pattern of simple present tense?		
6.	Gives Information	a. No onces? Hmmm.. okey descriptive text that a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. For example describe your classmate, describe popoh beach or other. b. To infinitive, yaitu to yang diikuti oleh verb 1, kata kerjanya ini bisa transitif dan intransitive, example: to watch him eating really gets on my nerves, to walk alone in the darkness is dangerous.	DIRECT INFLUENCE	

7.	Gives Directions, request and command	<p>a. Ya, now please make a group consist of 3 or 4 make some dialogue about expression</p> <p>b. I will give you some example of dialogue that about surprised expression, but I suggest you don't copy this on your assignment, because it's just an example, okey!</p> <p>c. Okey, times is over, you have to submit your work guys!</p> <p>d. Now let's make an example!</p>		
8.	Criticized Students Behavior	<p>a. Diperhatikan ya jangan tolah toleh sendiri (Don't shake your head)</p> <p>b. please pay attention to your teacher, don't joke by your self</p>		
9.	Criticized Students Response	'Your answer is so far' (it is identify that the students answer are still far from the right answer)		
10.	Students Response, Specific	a. Very much sir may be about four kind of expression. Expressing Disbelief, Expressing Agree, Expressing Disagree, and Surprised Expression, seingat saya itu sir		LEARNER TALKS
11.	Students Response, open-ended or student-initiated	<p>a. Is it describing about everything sir?</p> <p>b. Sir what is mean by to infinitive?</p>		
12.	Silence	The data in silence period was got when teacher ask the students to read their assignment about making dialogue in front of the class, but in this time all of them was silence and only see the teacher		
13.	Silence - AV	(While teacher prepare the slide show, no talk in this section, student just keep silence while wait the teacher, and the conditions of the class become quite).		
14.	Confusion non work oriented	It happened when all of students talk when they confused to look for their group discussion		
15.	Nonverbal	The students response the teachers questions by nodding.		

3. The Pattern of Classroom Interactions

Based on the observation conducted by the researcher during the teaching learning process, she noticed that the most frequent pattern of classroom interaction was group work or group discussion and it was rarely in solo or individual work. It was identified from the three times of doing observation, the researcher noticed that the teacher always ask the students to make a small group to discuss the work that had been given by the teacher. By grouping the students in doing their work the teacher hoped that they can do discussions, exchanging opinions between one another in solving the problems in the work given. And by implement this pattern of interaction the classroom would be conducive and make the students would be more active and interactive in the talking.

In this pattern of interaction, the researcher found four patterns of interactions in the classroom. They are: (a) Student – students' interaction, (b) Teacher – whole class interaction, (c) Teacher – whole group interaction, (d) Teacher – individual students' interaction or individual students' – Teacher interaction. First for the student – students' interaction this pattern happened such as when the students find some difficulties in understanding the material or don't know the meaning of a word in English, the chose to discuss with their friend, rather than ask to the teacher, it is also occur during the small group work discussion, where every group offered their product to their friend. Second for teacher – whole class interaction happened when the teacher coveys the topics discussions such as telling about expression, and questioning the

student around some expression and also gives instruction to the students to make a group discussion and ask the students to do with the task given. Third for teacher – whole group interaction happened when the teacher comes to the small group discussion and asks the students is there any difficulties to in doing their work. And the last pattern is teacher – individual students' interaction or individual students' – teacher interaction this pattern of interaction happened the students ask the teacher about the difficult word and they don't know the meaning in English.