

## ABSTRACT

**Susanti, Dewi.** 2016. *Teacher's Strategy to Build Students-Teacher Interaction at the Ninth Class of SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Ahmad Nadhif, M.Pd

**Key Words : Students-Teacher Interaction, Teacher's Strategy**

Interaction becomes one of important aspects of communication because interaction gives important contribution in the teaching and learning process. According to Chaudron, interaction is viewed as significant because 1) only through interaction, the students can decompose the teaching and learning structure and derive meaning from classroom events, 2) interaction gives the students the opportunities to incorporate target language structure to the own speech, 3) the meaningfulness for the students of classroom events of any kinds whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the students.

The problem statement on this research is (1) what are the teacher's strategies to build students-teacher interaction at the Ninth Class of SMP Islam Thoriqul Huda Cekok Babadan Ponorogo. This research is aims at investigating a teacher's strategy to build the students-teacher interaction. The teacher is Mr. Ami Wijaya as an English teacher at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.

This research was conducted at the ninth class of SMP Islam Thoriqul Huda. The research used qualitative research with descriptive analysis. The techniques used to collect the data were observation and interview. The sources of data in this research were taken from the students and English teacher of SMP Islam Thoriqul Huda. The data were analyzed through the processes of data reduction, data display, and conclusion/verification.

The result of this study shows that teacher's strategies to build student-teacher interaction in the class are 1) greeting, 2) questioning, 3) ordering, and 4) explaining.

## CHAPTER I

### INTRODUCTION

#### A. Background of study

Interaction becomes one of important aspects of communication because interaction gives important contribution in the teaching and learning process. According to Chaudron, interaction is viewed as significant because 1) only through interaction, the students can decompose the teaching and learning structure and derive meaning from classroom events, 2) interaction gives the students the opportunities to incorporate target language structure to the own speech, 3) the meaningfulness for the students of classroom events of any kinds whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the students.<sup>1</sup>

It can be assumed that interaction is one of the important points which are required for the students' improvement in communication in the classroom when students interact each other.<sup>2</sup> It means that the students contribute their ideas and their own's thinking in classroom activities. It is critical to appreciate the importance of communication. For learning, Vygotsky theorized the importance of interaction in higher-order mental functioning developed through social interaction. During this social process

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<sup>1</sup>Craig Chaudron, *Second Language Classroom, Research on Teaching and Learning* (Cambridge Applied Linguists Series, 1946), 9.

<sup>2</sup> Dick Allwright and Katheen M. Baily. *Focus on the Language Classroom* (Cambridge University Press, 1991), 19.

of interaction, language as well as semiotics-such as sign, symbols, and pictures are resources for meaning-making. Although, Vgotsky's theory was derived from one to one interaction, it has been widely applied to classroom with the intention of examining how the interaction between teachers and learners were occurring for the purposes of learning.<sup>3</sup>

Joan Kelly state that classroom interaction is one of the primary means for learning that it is accomplished in the classrooms, it takes on significant role in the both the medium through strategies is realized and an object of pedagogical attention. Through their interactions the teacher and the students construct a common body of knowledge. They also create mutual understandings of their roles and relationship, and the norms of their roles involvement as members in their classrooms.<sup>4</sup> The term classroom interaction refers to the interaction between the teacher and the student's amongst the students.

From the statement above it can be concluded that interaction is very important. Classroom interaction includes all the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers gestures or facial expression by the teacher and learns when they are communication without using words. These two kinds of talk are important; they are dominating the classroom events and influence students' foreign

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<sup>3</sup>Harsha, Kathard, Et, Al, A Study of Teacher-Learner Interactions: A Continuum Between Molologic and Dialogic Interactions,Vol.46 ( University of Cape Town, South Africa: LSHSS, 2014), 222.

<sup>4</sup>Joan Kelly hall,“Teacher-Student Interaction and Language Learning”, Annual Review of Applied Linguistics Journal( Printed In The USA, Cambridge Uneversity Press, 2002), 187.

language acquisition. Learners learn not only through comprehensible input but also their own output. But a good lesson is one good lesson is not one in which students do all or even most of talking. Some lesson may be good if they are carefully structured in such a way that students do a good deal of talking and at the same time get a lot of feedback from the teacher, both formally and informally.

It's interesting to investigate how an English teacher build his interact with the students during the teaching and learning process in the classroom, because if the students who had a secure relationships with the teacher. They have a good peer interaction and positive relationships. On the other hand, the student who had insecure relationships with the teacher had more difficulty interacting with peers and engaged in more conflict with their teacher. In addition, the teacher's interaction styles with the students help the students build positive and emotionally secure relationships.

The researcher is interested to examine how an English teacher builds his interaction with the students' interaction. The teacher is Mr. Ami Wijaya. He teaches at SMP Islam Thoriqul Huda. Based on many students opinion, there are good interaction He is often invited to foreign country to join trainings such as developing e learning as teaching media IGI (Indonesian German Institute) and Development of Teaching Media (VEDC) in 2010, Trainer Camp for E Learning, IGI &GTZ in 2011, E Commerce for Vocational Education. ZADKIN College Netherland in 2012, Mini Conference Developing Curriculum for International Community, PUM.NL. Rotterdam,



Netherland on 2013, Diklat Guru Sasaran Kurikulum 2013, VEDC Malang in 2014, Trainer E Learning Development At SMPN 1 Jetis Ponorogo in 2011 , Trainer E Learning Development at SMAN 1 Geger Madiun in 2012, and Trainer E Learning Development at SMKN Kismantoro Wonogiri in 2015.<sup>5</sup>In addition.<sup>6</sup>Many the students said that his teaching was very interesting and could build their enthusiastic in interactions.<sup>7</sup> Besides, based on the interview with other teacher, he said that Mr. Ami had wide of concept and he mastered in the materials.<sup>8</sup>

Based on the reason above, the writer is interested to conduct a study and describe about how to build students-teacher interaction at the ninth class at SMP ISLAM THORIQL HUDA Cekok Babadan Ponorogo 2015/2016 in academic year.

## **B. Research focus and limitation**

This research will be focused on Mr. Ami's strategy to build students-teacher interaction (for the ninth class at SMP ISLAM THORIQL HUDA Cekok Babadan Ponorogo 2015/2016 in academic year.

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<sup>5</sup> Based on Interview With Mr. Ami Wijayaof SMPITH 12/03/2016,14.30

<sup>6</sup> Based on Interview with the Headmaster of SMPITH, 13/03/2016.10

<sup>7</sup>Based on. Interview with the students of SMPITH, 11/03/2016, 14.12

<sup>8</sup>Based on.Interview with the Teacher of SMPITH, 10/03/2016, 10.12

### **C. Statement of the problem**

This research problem is formulated as follow:

1. What are the teacher's strategies to build students-teacher interaction at the ninth class of SMP ISLAM THORIQUL HUDA?

### **D. Objectives of the study**

Based on the research problems, the objective of the research is to find out the teacher's strategy to build the students-teacher interaction (for the ninth class at SMP ISLAM THORIQUL HUDA Cekok Babadan Ponorogo 2015/2016 in academic year.

### **E. Significance of the study**

#### **1. Theoretical significance**

The result of research will develop teachers' knowledge to teachers' strategy to build students-teacher interaction at SMP ISLAM THORIQUL HUDA. It can help to involve the students in teaching and learning process.

#### **2. Practical significance**

The result of this study is expected to be beneficial for:

- a. Teachers

The result of this research may offer strategies of teaching English that may be useful as input or evaluation for teachers, especially English

teacher and to find out which one is the mostly strategies used by them. So the students understand the materials better.

b. Future researcher

To give a contribution to future researcher, particular the students of English department of STAIN Ponorogo that the teachers not only teach but they have to be able to make good environment and find the appropriate strategies in learning process. So, the goal of learning can be received easily.

## **F. Research Methodology**

### **1. Research Design**

The researcher applies Qualitative approach in doing this research. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definition, characteristic, metaphors, symbol, and descriptions.<sup>9</sup>The type of this research is Descriptive research. Qualitative description is likely to encompass all these elements in its effort to provide an adequate basis for interpretation and explanation of social action.

In other hand, the characteristic of qualitative research has the natural setting as the direct source of data and researcher is the key of instrument. The data collected in the form of words or picture rather than

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<sup>9</sup> Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: Universitas Negeri Malang (UM PRESS). 2014), 75.

number. A qualitative research also takes into account the process rather than the outcomes or the product.

In this research the data is collected naturally by observing the teachers' strategy used in teaching English at SMP Islam Thoriqul Huda in academic year 2015/ 2016. This research will conduct an interview with the English teachers' of the school. The researcher plays a role as an observer and an interviewee. Then, the details analyzed and presented in a form of description.

## **2. Researcher Role**

Some qualitative researchers in education did fieldwork, participant observation, in - deep interviewing or ethnography by spending extended amounts of time at the research site, with the research subjects or with document. Recording the notes on paper so that had data to analyze and wrote up the findings, including many descriptions, reports of conversations and dialogues.<sup>10</sup>

In this research, the researcher has role as passive participation which is means that the researcher presented the scene of action but does not interact or participate, recording of what happens in the setting by writing field notes by collecting other kinds of documentary evidence.

## **3. Research Location**

This research was conducted at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo. Researcher chooses this school best on reason. First,

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<sup>10</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (Allyn and Bacon: Boston, 1992) 23.



SMP Islam Thoriqul Huda Cekok is the most one private school that used. Second, every the extracurricular competition the SMP Islam Thoriqul Huda Cekok Babadan Ponorogo often get the appreciation. Third, the teacher and students are welcome to conduct the research.

#### 4. Data Source

The term data refers to the rough materials researcher collect from the world they are studying, they are particulars that form the basis of analysis. Data produced from such sources may include field notes, interview transcripts, document photographs, video, or tape recording.<sup>11</sup>

The data sources in this research are:

- a. Human including the head of master, some of English teachers and some students in SMP Islam Thoriqul Huda that have learn English language different from other.
- b. Non-human, including of documents from TU of SMP Islam Thoriqul Huda Cekok (school profile of SMP Islam Thoriqul Huda Cekok, vision, mission, condition of teacher, staff, and students, list of students' of SMP Islam Thoriqul Huda Cekok and infrastructure) and about teachers' strategy to build students-teacher interaction used in Mr. Ami's class at SMP Islam Thoriqul Huda Cekok 2015/2016 in academic year.

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<sup>11</sup> Ian Dey, *Qualitative Data Analysis A User Friendly Guide For Social* (London: Routledge. 1993). 15.

## 5. Technique of Data Collection

There many kinds of technique of collecting data such as interview, observation, questionnaire, documentation and test. Furthermore, the extensive data collection to make a matrix that contains four types of data (interview, observation, documentation, audiovisual materials).<sup>12</sup> In this research researcher used, observation, and documentation, interview as technique of data collection.

### a. Observation

According to Mason, observation usually refers to” methods of generating data which involve the researcher immersing in a research setting and systematically observing dimensions of that setting interactions, relationships, action, events.<sup>13</sup>

It means everything in relation with the working project performed and the topic of research must be observed. The data taken from the observation are the location of the school, the structure of the school organization, the condition of the teacher and students, the method used by the teacher and the school facilities. In this case, the data as fact in the field to complete the data of the research are collected and recorder.

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<sup>12</sup>John Creswell .W. *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (London: SAGE Publication, Inc. 2007),129.

<sup>13</sup> Alison Mackey, et al., *Second Language Research Methodology and Design*. (London: Lawrence Erlbaum Associates, publishers. 2005),175.

By the observation, the researcher observes directly the process of teachers' strategy to build students-teacher interaction at SMP Islam Thoriqul Huda Cekok during teaching learning process.

b. Interview

One of the most popular and frequently by using methods of gathering information from people about anything is by interview. It is also the most popular methods used within the social sciences. Conducting interview is an interpersonal process and as an investigator must be very aware of own behaviors and assumptions in the context. Interviews are qualitative method of research often used to obtain the interviewees' perceptions and attitudes to the issues.<sup>14</sup>

Interview of this research is meeting some bodies for formal consultation or examination. In performing interview that the first must be compiled is a list of person that will be interviewed; Mr, Ami Wijaya as the English teacher of SMP Islam Thoriqul Huda Cekok.

They give the information dealing with the research question. The data which gathered from the interview are:

- 1) The students at SMP Islam Thoriqul Huda Cekok
- 2) The English teacher at SMP Islam Thoriqul Huda Cekok.

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<sup>14</sup> Nicola Headlam, Research Methods Handbook (CLES, 1986),39.

## 6. Data Analysis

Data analysis is the process of systematically searching the interview transcript, fieldnotes, and other materials that accumulating to increase your own understanding of them and to enable you to present what you have discovered other.<sup>15</sup>

Since this research is qualitative, the research applies interactive analysis as the technique of data analysis. The interactive analysis is suggested by Miles and Huberman, an activity in data analysis of qualitative applies interactive and taken place at all time to complete until the data surfeited. The data analysis begins when the research observes the subject of research or conduct an interview with respondents. Besides, the data analysis can be conducted when research completes the process of collecting data. It means the research describes the situation or phenomenon related with teachers' strategy in teaching English at SMP Islam Thoriqul Huda Cekok.

The stages of interactive analysis applied in this research are data reduction, data display, and conclusion drawing/ verification. Each of the stages is presented in the following.<sup>16</sup>

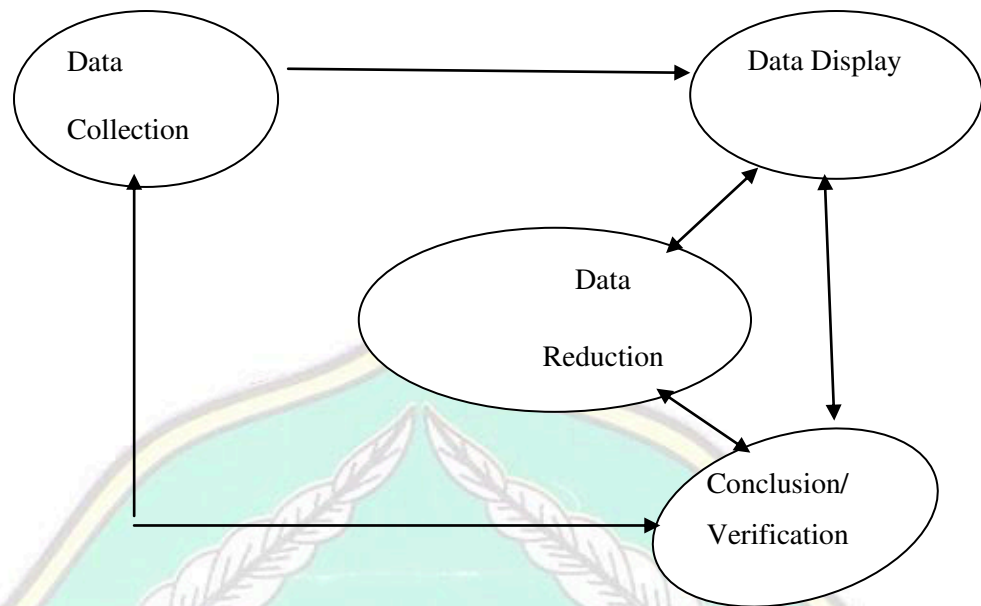
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<sup>15</sup> Ibid.,153

<sup>16</sup> Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis* (London: Sage Publication, 1994), 24-26.



The steps in data analysis are shows in chart below:



a. Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the research needs to separate the accurate data from the in accurate ones. Through the data reduction, the research may focus on data the teachers' strategy in teaching English will be analyzed.

b. Data display

Data display is stage to organize the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the research presents the teachers' strategy in teaching English in narrative text.

c. Conclusion/ verification

From the start of data collection, the qualitative analysis is beginning to decide what thing mean-is noting regularities, pattern, explanation, possible configurations, causal flows and propitiation. In this stage, the research makes a conclusion. The conclusion can be in form of thick description. The conclusion is the answers of the research problems the teachers' strategy in teaching English which have been formulated.

## 7. Data Credibility

Fraenkel and wallen suggested several techniques to enhance credibility, including continuing, the data collection over a long enough period of time to ensure that the participants have become used to the researcher and are behaving naturally. They also suggestion collecting data in as many contexts and situation as possible to make certain that the picture provided in the research is as full and complete as it can be.<sup>17</sup> In this research data credibility was done by:

- a. The strenuously observation. It means that the researcher finds the characteristics and elements in the situation that relevant with the chosen issue. The researcher can conduct it by:
  - a. Observing the teachers' strategy in teaching English to the students SMP Islam Thoriqul Huda Cekok 2015/2016 in academic year.
  - b. Studying it specifically until the researcher finds the wanted data.

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<sup>17</sup> Ibid.,180

Application of researcher in this observation is very important to proving the research.

- b. Triangulation that is aimed to make the study of the data investigated became more comprehensive. The theoretical include triangulation (using multiple perspectives to analyze the same set of data), investigator triangulation (using multiple observers or interviewers), and methodological triangulation (using different measures or research methods to investigate a particular phenomenon).<sup>18</sup>

It means that the researcher checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by:

- 1) Comparing the collected data from observation and the collected data from interview.
- 2) Comparing what people say commonly and what the researcher say personally.
- 3) Comparing the collected data from interview and the content of interlaced document.

## **8. Research Procedure**

In research procedures there are three procedures from research such outcome research report, research procedure such as:

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<sup>18</sup> Ibid, 181.

a. Planning

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are:

- 1) Getting permission letter from the institution.
- 2) Getting permission latter and approval from the school that it will be researched.
- 3) Arranging the plan of the research.

b. Application

- 1) Understanding the research preparation.
- 2) Asking permission to the teacher who learn.
- 3) Entering to the field.

c. Data analysis

Analyzing data and after collecting data. In this research, the researcher used data reduction, data display and data verification.

d. Reporting

Report the result of the research in a form thesis.

**G. Organization of the Thesis**

Organization of thesis is given to make the readers understand the content of thesis, they are consisting of five chapter:



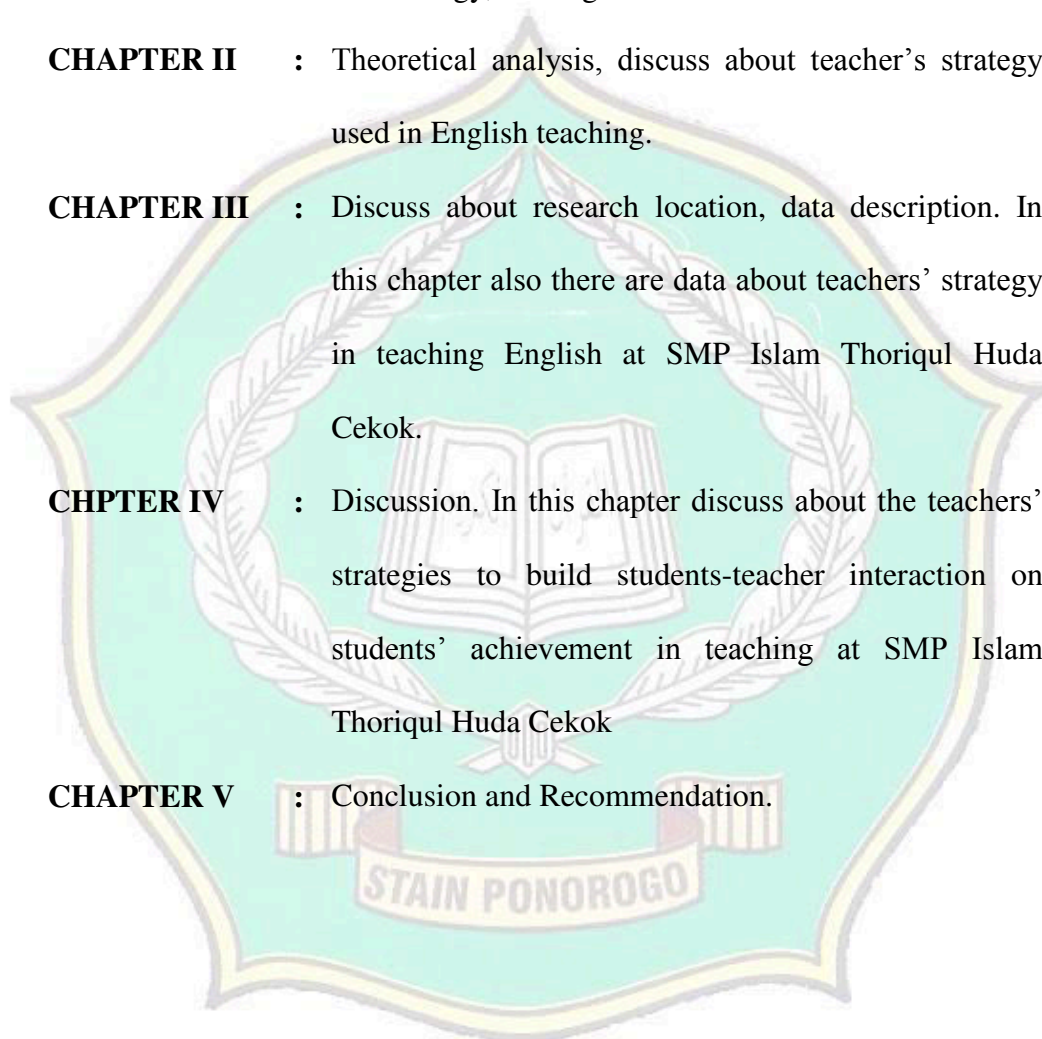
**CHAPTER I** : The first chapter is introduction. It presents the research foundation including background of study, research focus, formulation of problems, the objectives of study, significance of the study, research methodology, and organization of the thesis.

**CHAPTER II** : Theoretical analysis, discuss about teacher's strategy used in English teaching.

**CHAPTER III** : Discuss about research location, data description. In this chapter also there are data about teachers' strategy in teaching English at SMP Islam Thoriqul Huda Cekok.

**CHAPTER IV** : Discussion. In this chapter discuss about the teachers' strategies to build students-teacher interaction on students' achievement in teaching at SMP Islam Thoriqul Huda Cekok

**CHAPTER V** : Conclusion and Recommendation.



## CHAPTER II

### THEORITICAL BACKGROUND

#### A. Theoritical Background

##### 1. Interaction

###### a. Definition of interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. Interaction will always relate with communication or relationship meanwhile communicates from a word “communicare” that participate, to inform, to be belonging together. There are two mean of quite different thing.<sup>19</sup>Talking about communication, it occurs betweenamong people. Learning a language involves other people also, and appropriate social strategies are very important in this process. There are three sets of social strategies such as: asking question, cooperative with other and empathizing with others.

One of the most basic social interactions is asking question, an action from which learners gain great benefit. Asking question helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of “input”in the target language and indicates interest and involvement. Moreover, the converstion

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<sup>19</sup>Rod Ellis, *Learning A Second Language Through Interaction* (Library of Congress Cataloging In Publication Data: New York, 1991), 232.

partner's responses to the learner's questions is important, of course, one social strategy concerns asking questions from clarification ( when something has not understood)<sup>20</sup>.

#### **b. Characteristics of Social Interaction**

Social interaction occurs in classroom, those characteristics are:

1. there is the perpetrator and amount of more than one person
2. social interaction has always been that communication between two senses of the two parties; they are the sender and receiver.
3. there are certain goals the same regardless of whether or not these objectives. Social interactions also emphasize on the purpose to shift the behavior of others which include changes in knowledge, attitudes and actions of the receiver.

The important for teachers to use developmentally and individually appropriate strategies that take into consideration children's differing needs, interest, style, and abilities. Usually, this is the strategy of teacher to keep relationship between teacher and students. In developing positive teacher-child relationships, it is important to remember to:

1. engage in one-to-one interactions with children
2. get on the child's level for face to face interactions
3. use a pleasant, calm voice and simple language
4. follow the child's lead and interest during play

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<sup>20</sup>Rebecca. L, Language Learning Strategies, What Every Teacher Should Know ( Heinle: The University Of Alabana, Massachusetts), 42,43, 147.

5. help children understand classroom expectations
6. redirect children when they and engage in challenging behavior
7. listen to children and encourage them to listen to others
8. acknowledge children for their accomplishments and effort.<sup>21</sup>

Those are some strategies to keep the teacherrelationship, because teacher not only has much knowledge but also must have many strategies in teaching.

As a professional teacher, a teacher must be able to understand the things that are philosophical and conceptual. A teacher should also be able to carry out and knows the things that are technical during the learning process takes place. Failure in a very general learning process is find, in fact we often see this sort of thing. Failure in teaching and learning activity.

Classrooms are complex social system, and student-teacher relationships and interactions are also complex, multicomponent systems. The nature and quality of relationship interaction between teachers and students are fundamental to understanding students' engagement, can be accessed through standardized observation methods, and can be changed by providing teachers knowledge about developmental processes relevant for classroom interactions and personalized feedback/supports about their interactive behavior and cues. When these supports are provided to teacher' interaction, student

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<sup>21</sup>M. Mostrosky, etc. Building Positive Teacher-Child Relationship.1994.(U.S America).



engagement increases.<sup>22</sup>It means that success or failure the class is based on the classroom interaction.

Interacting refers to the techniques used by teachers to deliver questions to respond to learners. They involve making of eye contact, the manner and tone of voice used and the use of pauses to give learners thinking time, the use of promoting to help learners in difficulties, and using follow-up questions or points to enable and encourage learners to elaborate or improve the quality of their initial answer.<sup>23</sup>

In general due to factors that are not reinforced communication. Weak communication in the classroom will make teaching in trouble in managing the class. The things of this kind, we must avoid that failure in running the learning process does not happen again. Things we need to do in order to minimize failures in the learning process is to master how to communicate the right in the classroom. To develop communication in the classroom so that learning objectives be achieved, there are some patterns of communication that we need to know and we apply the same time we are developing.

1. In every interaction is always in it implies the existence of interpersonal communication, and vice versa every interpersonal

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<sup>22</sup>Robert C. Piñata, Bridget K. Homre, Nand Joseph P. Allen, Teacher-Student Relationships And Engagement: Conceptualizing, Measuring, And Improving The Capacity Of Classroom Interactions,( University Of Virginia: Handbook of Research on Student Engagement, 2012) DOI10.1007978-1-4614-2018\_17.

<sup>23</sup>Jack C Richard. Reflective Teaching in Second Language Classrooms. Classrooms (New York: Cambridge University Press. 1996).

communication always contains interaction in it. It's hard to separate the two. On this basis, the Shaw announced forms of interaction as follows. Verbal interaction is a form of interaction that occurs when two or more people make contact with each other by using the tools of articulation. The process occurs in the form of a conversation with one another.

2. Physical interaction is one of the forms of interaction that occurs if there are two or more people make contact by using body language. Examples of these interactions: posture, facial expressions, gestures and eye contact.
3. Emotional interaction is one of the forms of interaction that happens when people make contact with each other by the outpouring of feelings. Examples of these interactions: tears as a sign of being sad, emotion or even too happy.

In addition to the above three kinds of interaction, Nicholas distinguish forms of interaction based on the number of individuals involved in these processes and patterns of interaction that occurs. The forms of these interactions are dyadic interaction and interaction triadic.

1. The dyadic interaction is a form of interaction that occurs if there are two people involved in it or more than two people but way interactions only occur in both directions. For example: the interaction between two people over the phone, interaction between

teachers and students in the classroom if the teacher use lecture or question and answer one direction without creating a dialogue each other.

2. Interaction triadic is one of the forms of interaction that occurs when individuals involved in it more than two people and the interaction patterns spread to all individuals involved. Examples: Interaction between father, mother and child. In this case, the interaction that occurs in all of them.

### c. Form of Interaction

A few of the understanding interactions and other forms of interaction, hopefully my writing about understanding the interactions and other forms of interaction can be beneficial.

#### 1. Communication one way

Types of communication are requires teachers to play an active role to take action in the matter and give a student functioned as the recipient of the action. Indeed, in using this type of communication, students will tend to be passive in class because the teachers will be more active. Lecture is a general lack of communication that can make the students live. Students will tend to feel bored in class because not too many activities.<sup>24</sup>

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<sup>24</sup>Jon Borches, A Pattern Approach To Intraction Design, ( England :By Johan Willey,2001),

## 2. Communications for two-way

Two-way communication shall mean that the participation of all members of the class is both teachers and students. Teachers and students can act together, as the action and recipient of the action. Not only the teachers are on the action, but with this kind of communication, students can also serve as action. A teacher can get answers from the student activities are done in the classroom. This type of communication will show a two-way relationship between teachers and students while maintaining restrictions as teachers and students.

However, this type of communication, students cannot interact with fellow students in her class because they only make the interaction between teachers and students. Students are not able to discuss with fellow friends, they can only give and take because this makes communication activities relative teachers and students alike. Communication many direction or communication As Transactions in a credible form of student learning, certainly requires some aspects that encourage or allow students to communicate in good accordance with what he learned in the classroom. Do not get because they are active discussion they were talking far away from what they should have learned and they communicate in a class discussion.



To solve this problem, then the role of the teacher is required as a managerial class. A setting in the learning process is required. Thus, a teacher must have a strategy in building good communication in the classroom. In building communication in the classroom in order to achieve the learning process that leads to successful learning objectives, there are at least five strategies need to be developed to establish effective communication, including.

a. Respect

Respect is a way of feeling and a way of behaving. Respect believes in the worth of object.<sup>25</sup> Mutual respect will make a person feel that he feels comfortable and will turn appreciate the people who had given him the award. Initiate communications with a mutual respect is done before the beginning of the learning process begins. A teacher will successfully communicate with students when he did so with full respect for the students. If this is done, then by itself students will also pay respect to teachers. Use your identity as an educator is not teacher, remove all the attributes and consider them all as a child of school.

b. Empathy

Empathy is feeling an understanding how it is for another person. Empathy is an ability to put them to the

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<sup>25</sup> Wwww. Nancy palmer- jones and pat hoertdoerfer, let's talk about respect, assessed, Wednesday, 24, Mei 2016 on 14.23.

situation that is perceived by others. A teacher is required to be listeners and understand what is being perceived by the students. Susan Lesser said that empathy has been characteristic as multidimensional.<sup>26</sup> Good teacher gestures are teachers who do not require students to understand the condition of the teacher. A good teacher is a teacher who is able to understand the condition of their students. Psychological understand each student, understand and try to find a solution to the students concerned.

Embracing all students as if they are friends is teacher role models for each of their students. A good teacher should be able to tell who is smart and not diligent, stubborn or even who always obeyed his teacher. All should be given an equal portion in terms of empathy. Do not for mischief, the punishment given to students to educate them. A teacher is required to involve the eyes of the heart and feelings in understanding the subject matter to the students there.

c. Audible

Audible means can be heard or understood well. Good delivery in the classroom will be more readily accepted than using language too complicated. Neat appearance, polished speech is a way to attract the attention of students so that

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<sup>26</sup>Susan, Lesser, Who Has Family Business? *“Exploring the Role of Empathy in Students-Teacher Interactions, Vol.11, 2014.*

communication will be made to run well. Obviously meaning. A teacher should try not to inflict a double meaning when delivering problems of the students. In order for the message does not cause a double meaning, a teacher should be able to master their language. The use of language that is often used by students would be more understandable than using adult language.

d. Humble

Humble attitude implies a teacher if he really appreciated his protégé. Do not look down on students who either stupid though.

Classroom interaction is one the primary means by which learning is accomplished in classrooms. In language classrooms, it takes on an especially significant role in that it is both the medium through learn and an object of pedagogical attention. Through their interactions with each other, teachers and students construct a common body of knowledge. They also create mutual understanding of their roles and relationship., and the norms and expectations of their involent as members their classrooms.. The patterns of the interaction also help define the norms by individual students achievement is assessed. Students draw upon these patterns and norms to participate in subsequent classrooms ultimately learn, but alsobroadly, their

participation in future educational events and the roles and group memberships that within these events.<sup>27</sup>

Meanwhile, the ability to make appropriate interactive decision is clearly an essential teaching skill. Since interactive decisions enable teachers to assess students' response to teach and to modify their instruction in order to provide optimal support for learning. There are number of components to an happening decision: monitoring one' teaching and evaluating what is happening at a particular point in the lesson, recognizing that a number of different courses of action are possible, selecting a particular course of action, evaluating the consequences of the choice.<sup>28</sup>

Some teachers can tolerate a great deal of noise in their classroom, whereas others want their classroom to be quite place. Some teacher joke and kid with their students, while other maintains a serious, businesslike demeanor. A look into classrooms will find some that a messy, with material scattered around the room, and other are neat, with seats to sharpen their pencils and retrieve materials, while other will allow students to leave their seat only with permission to deal relatively with this variety of personalities.

Perhaps, then, it is not a specific teacher personality that creates a successful classroom but the congruence between the teacher's personality and teacher's actions. The teacher adopts a particular

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<sup>27</sup> Joan Kelly hall, *Teacher-Student Interaction and Language Learning*, 187

<sup>28</sup> Jack C Richard, *Reflective Teaching in Second Language*,.83.



instructional or disciplines technique because research shows it is effective or there is a mandate from the administration.

The teacher is the dominant person in the classroom and takes complete control in the behaviorist view of learning. The evaluation of learning comes from the teacher who decides what is right or wrong. The learner does not have any opportunity for evaluation or reflection within the learning process; they are simply told what is right or wrong. The behaviorist view, in term of teaching, includes highly-structured lesson plan. Strategies include approaches such as lectures, demonstration, and directed instruction. This can include diminishing bad behavior by encouraging good behavior.<sup>29</sup>

The most accepted criterion for measuring good teaching is the amount of student learning that student learns is not always within the teachers' control. The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestions of what not to do in the classroom. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching methods or just “a method” or simply the method which the teacher was most comfortable positive teacher-students relationships provide the foundation for effective instruction and constructive classroom management.

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<sup>29</sup>JinnyGaoLourigan.Experiential Learning And Foreign Language Teaching: Native Chinese Teacher's Experiences Of Teaching Chinese ahs A Foreign Language To American College Students and Learning Liberal Arts At A Midwest Privat College. Dissertation. 2015.

Research by psychologist Jan Hughes and Timothy Cavel indicated that a close, warm relationship between students who are at risk for behavior problems and their teacher diminishes the chances of aggressive behavior in the future. Your goal is not to become your student's friend, although many students may attempt to craft such a connection. There is a boundary. Too frequently headlines have reported sensational stories about teachers who have engaged in inappropriate behavior with their students, often costing them their jobs, and leading to imprisonment. Use common sense in maintaining appropriate boundaries and avoiding compromising situations with students.<sup>30</sup>

The third aspect of effective classroom management, after rules and procedures and disciplinary interventions, is teacher-student relationships. These are the keystone for the other factors. If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary action.<sup>31</sup>

The learning process will continue as a process of interaction between two human elements, namely the student as the learner and the

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<sup>30</sup>Ronald L. Partin. *The Classroom Teacher's Survival Guide* (By Jossey Bass United States Of America, 2009) 15.

<sup>31</sup>Roberts J. Marzano, *Classroom Management That Works*, Research Based Strategies For Every Teacher, (United States Of America, 2003), 41.

teacher as the teaching, with students as the principal subject. In the process of interaction between students and teacher, required supporting components such as, among other, have mentioned the characteristics of education interaction. These components are in the process of teaching and learning cannot be separated. It should be emphasized that the learning process is said to be a technical process, also cannot be separated from its normative terms. Based on Djamarah that the detailing the characteristics of teaching and learning interaction such as:

- a. Interaction of teaching and learning has a purpose, which is to help children in a particular development. This means by interaction of the basic purposes of teaching and learning, by placing students at the center of attention. Students have a purpose, other elements as an introduction and support.
- b. There is a procedure (the course of interaction) designed to achieve the goals set. In order to achieve can be optimal, then the interaction need for the procedure or systematic measures and relevant. To achieve a goal of learning from one another, may be in need of procedures and different designs. For instance, learning objectives for students to indicate the location of the City of New York, of course activities are not suitable when they told me to read in the liver, and so on.

- c. Interaction and learning characterized by the cultivation of a special material. In this case the material must be designed so as to fit reach the goal. In this case the need to pay attention to other components, especially components that are central protégé. The material must be designed and prepared ahead of a teaching and learning interactions.
- d. Characterized by student activity. As a consequence that the student is the center, then the student activity is a necessary condition for the continuity of teaching and learning interactions. Activities of students in this case, both physically and mentally active. This is in accordance with the concept of CBSA. So there is no point in conducting teacher teaching and learning interactions those students only passive. Because the study was students who, then they must learn.
- e. In the interaction of teaching and learning, teachers act as mentors. In its role as a mentor teachers should strive to turn on and provide motivation for a process of interaction conducive. Teachers must be prepared as a mediator in all circumstances teaching-learning process, so that the teachers will be a figure that will be seen and will be imitated behavior by students. Teacher("gets better with students") as the designer would lead to the teaching and learning interactions.



- f. In the interaction of teaching and learning requires discipline. Discipline in the interaction of teaching and learning is defined as a pattern of behavior that is arranged so under the terms that have been adhered to by all parties to be aware, both the teachers and the students. Concrete mechanisms of adherence to the rule or order it will be seen from the implementation of the procedure. So the steps are carried out in accordance with the procedures already outlined. Deviations from procedures mean an indicator of disciplinary offenses.
- g. There is a deadline. To achieve specific learning objectives in the class system (group of students), the time limit to be one characteristic that cannot be abandoned. Each objective will be assigned a specific time, when the goal must be achieved.<sup>32</sup>

#### **d. Basic or Pattern of Interaction**

In the process of interaction between teachers and students have patterns which include the following:

1. The basic pattern of interaction

In the basic pattern of interaction has not been visible element that includes elements of teacher learning, learning content and students, all of which no one has dominated the interaction in the learning process. Explained that sometimes the teacher to dominate the process of interaction, sometimes the content is more

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<sup>32</sup>Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, 1986, PT: Raja Grafindo Persada: Jakarta, 15.

dominating, sometimes also students that dominates these interactions or even sometimes between teachers and students in a balanced dominate.

2. interaction pattern centered on the content

In the learning process there are activities of teachers to teach the learning content on the one hand and the students study the learning content on the other side, but these activities are still centered on the content / learning materials.

3. Interaction pattern centered on the teacher

On learning that their activities solely based proxies in teachers, in general, a process that is the presentation or transmission of the content or learning materials. In practice this kind of learning, activities entirely on the part of the teacher concerned, while students only received and given a lesson which is also called passive students.

4. Patterns of student-centered interaction

In learning activities centered solely on the students, the students plan their own learning materials what will be learned and implement learning process in learning the learning materials. The teacher's role is more permissive, which allow any activity undertaken students in learning whatever he pleases.

To enhance the activity of this learning process, the teacher made the best possible planning and implementation are based on

plans that have been made. By this way, the expected learning outcomes better again so that a proper balance both on the part of the liveliness of the part of teachers and students

#### e. Type of Interaction

There are many types from interactions that occur during whole in the class

##### 1. Monologic interaction

Embedded in monologic is characterized by command and control, when the partner is taken to be an inanimate rather than a interactive being. The commander's message takes precedence and feedback from audience/partner is limited and serves the purpose of furthering the communicator's goal. As a consequence, the communicator's message is imposed and dominant through a transmissive process and provides minimal opportunity for engagement of potential communication partners.

##### 2. Dialogic interaction

It is a favored human interaction, communication theorists and philosophers. While emphasizing different aspects of human communication, present a dialogue encounter as having faith in human interaction.<sup>33</sup>

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<sup>33</sup>HarsaKathard, Daisy Pillay, AndMershenPillay. Research Article.A Study of Teacher-Student Interactions: A Continuum Between Monologic And Dialogic Interactions, American Speech Language Hearing Association, Vol.46 No.222-241 2015).

#### **f. Classroom interaction**

The term classroom interaction between the teacher and learners, amongst the learners, in the classroom. Earlier studies of second language (L2) classroom interaction focused on the language used by the teacher and the learner, the interaction generated, and their effect on L2 learning. It focused initially on the language used by the teacher, especially teacher questions and the learner responses elicited, teacher's feedback and tuurallocation behavior.<sup>34</sup>

#### **g. The aspect of classroom interaction**

##### **a. Teacher talk**

Talk is one of major ways that teachers convey information to learners and it is also one of primary means controlling learner behavior. According to rod Ellis that teacher- talk is the special language the teacher uses when addressing second language learners in the classroom. It shares a number of common characteristics with foreigner talk. There is systematic simplification of the formal properties of the teacher's language. It can be concluded that teacher has responsibility to convey information to learners while he teaching in the classroom. Teacher using talk to addressing second language the classroom with purpose to transfer their knowledge.<sup>35</sup>

<sup>34</sup> David, Nunan, and Ronald Carter, *Teaching English To Speakers of Other Language*, (America by Cambridge University Press, New York, 2001), 120.

<sup>35</sup> Rod Ellis, *Learning A Second Language Through Interaction* (Library Of Congress Cataloging In Publication Data: New York, 1988), 96.



In addition, according to Flanders that the section of teacher talk is readily subdivided into two major categories: indirect and direct. In any classroom situation, the students' freedom to engage in verbal activity is controlled by the teacher. If the teacher intentionally decides to let the students respond their own way encourages them to do so, then the teacher is acting indirectly. On the other hand if the teacher curtails or limits the freedom of the students, then the teacher's behavior considered direct.

(1) Indirect teacher talk

Furthermore, Flanders describes the categories of indirect teacher talk into:<sup>36</sup>

(a) Accepting feeling

Accepting feeling involves open uncritical acceptance of student's emotional expressions. These acceptances are conveyed by the teacher whenever she or he expresses her or his acknowledges the students' need or express their feeling.

(b) Praising or encouraging

Praising or encouraging is usually quite easy to be recognized. Praise may consist of single word, 'good correct, okay' or it may be a phrase that connotes to the student that he is doing what is expected, is on the right track, or making progress, 'that's right'. Moreover, it is generally agreed that honest praise

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<sup>36</sup> Thomas P. Evans, *Flander's System of Interaction Analysis and Science Teacher Effectiveness*, (Department Of Science Education: Oregon State Unervisity 1970), 01.

increase achievement and motivation encouragement as distinct from praise, serves to argue the student to continue with what he is doing. The teacher comments such as 'go on', keep going, etc'.

In facilitating a good and appropriate praise, Brophy, as quoted by Nunan, gives guidelines for effective praise:

1. Praise is delivered contingently or systematically.
2. Specifies the particulars of the accomplishment.
3. Shows spontaneity, variety, and other signs of credibility, suggest clear attention to the student's accomplished.
4. Reward attainment of specified performance criteria.
5. Provides information to students about their competence or the value of their accomplished.
6. Orients students toward better appreciation of their own task related behavior and thinking about problem solving.
7. Uses student's own prior accomplishments as the context for describing present accomplishment.
8. Praise is given in recognition or noteworthy effort at difficult tasks.
9. Attributes success to effort and ability, implying that similar success can be expected in the future,
10. Fosters endogenous attribution
11. focuses

(c) Accepting or using ideas. There are two teachers' behaviors included in this category. The first aspect involves the teacher's acceptance of the students' ideas e.g., 'ummmmm, I see your point'. The second aspect of category 3 involves the teacher using a student's ideas to further develop the lesson. By rephrasing a student's idea, the teacher can draw more students into the discussion so that there is a greater sharing of ideas.

(d) Asking questions. Questions are a very important aspect of classroom talk. Tsui states that questions are usually used to check students' comprehension, to see if they have acquired the knowledge imparted, to focus their attention and involve them in the lesson, to move the lesson forward and, for some teachers, to exercise dictionary control. In language lessons, questions have the additional function of getting students to practice a certain linguistic item and or to use the target.<sup>37</sup>

Appropriate questioning can fulfil a number of different functions. Adapted from Christenbury & Kelly, and Kinsella, Brown lists the following items:

a) Teacher questions give students opportunity to produce comfortably language without having to risk initiating language themselves. It's very scary for students to have to initiate conversation or topics for discussion. Appropriately,

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<sup>37</sup> Tsui, Bik May Amy, Juni 1986, *Analyzing Input And Interaction In Second Language Classroom*, Vol 16, p, 8-32.

pitched questions can give reticent students an effective “green light” and structured opportunity to communicate.

- b) Teacher questions can serve to initiate a chain reaction of students’ interaction among them. One question may be all that is need to start discussion among students; without the initial question, however, students will be reluctant to initial the process.
- c) Teacher questions give the instructor immediate feedback about the students’ comprehension. After posing question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical problem, for example, may be “exposed” through the student’s response and give the teacher some specifics information about what to treat.
- d) Teacher questions provide students with opportunity to find out what they think by hearing what they say. As they are nudged into responding to questions about, say, reading or a film, they can discover what their own opinions and reactions are. This-self-discovery can be especially useful for prewriting activity.

## (2) Direct teacher talk

Based on flanders categories, direct teacher talk is divided into smaller and more meaningful unit:



(a) Explaining and information

Tsui state that explanation takes up a very significant part of teacher talk, and given that the role of the teacher is to make knowledge accessible to students, it is surprising how little research has been done do explanation. In the classroom one can make a rough distinction between procedural explanation and content explanation. Procedural explanation refers to explanation regarding to organization aspect of the lesson, for example when the teacher explains how an activity should be conducted or gives instructions about homework. The content explanation refers to the explanation of vocabulary text, grammar rules, and so on.

(b) Giving direction or commands

This category is used when students compliance with the teacher's statement result in some observable activity. Hence, directions or commands given by the teacher allow the student only minimal freedom in responding. The distinction between command s and directions depends on the freedom allowed to the students. Commands which are very explicit sure more limiting; whereas directions are less demanding and voluntary in tone.

(c) Scolding/reprimanding or defending authority

In general, teachers employ statements of criticism or reprimands in order to correct students who are miss behaving.

Critical comments in calling attention to the appropriate activity are intended to get students to modify their behavior.

According to brown teachers can play many roles to create conductive classroom as follow:

1. The teacher as controller
2. The teacher as director
3. The teacher as manager
4. The teacher as facilitator
5. The teacher as resource

Teacher-learners relationship is very important in classroom interaction. It refers to the degree to which learners trust and respect the teacher and willing to follow his or her commands. A good relationship will make the atmosphere in the classroom warm and effectively for teaching and learning process.

Kruger and van schalkwyk as educators, teacher should know how to establish relationship with the learners such provide the following list:

- a) Address learners by their names
- b) Be genuinely interested in the children
- c) Avoid criticism and judgement

- d) Make it seem easy to correct mistakes
- e) Show honest and sincere appreciation and recognition
- f) Smile
- g) Let the children do the talking
- h) Let the children feel important
- i) Avoid conflict and arguments (and handle those that do arise assertively)
- j) Show respect for the learner's opinions
- k) Admit your own mistakes
- l) Be sympathetic
- m) Be interesting and enthusiastic

b. Students talk

Teacher and educators are not only knowledgeable about the material and teaching technique but also should know how to explore student's ability in learning process effectively. The student's participation is affected by five aspects, they are:

- a) Learner motivation
- b) Understanding the learning phenomenon
- c) Applying cooperative learning models
- d) Utilizing diversity in the classroom
- e) Matching learning with teaching styles for maximum learning success.

c. Flander's interaction analysis categories

In 1960, Flander develop a research tool named Flanders's Interaction Analysis (FIA). Flanders's Interaction is a system of classroom interaction to analyze and became widely used coding system to analyze and improve teaching skills, Malamah and Thomas state "the basis of interaction analysis tradition, established with flander's categories of description for classroom language to see what it can reveal about teaching and learning processes.

According to Allwright & Baily, flanders's interaction analysis categories (FIAC) coding system consist of ten categories of communication which are said to be inclusive of communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categories student talk. The last category is used when there is silence or confusion in the class. The figure below shows the Flanders categories in classroom interaction.

**h. Teacher Create a Process of Interaction in the Classroom**

Then, How teachers to create a process of interaction and harmonious classroom learning can be seen from several points, which are as follow.

- a. Teacher begins the process of learning that lesson in class by opening greeting and a prayer when the first lesson, then he gave a little motivation for our students, and also convey the learning objectives to be achieved in the learning of that day.



- b. The teacher presents the learning material in various ways, the media, and an attractive tool in the learning process in the classroom.
- c. Teachers should be good at selecting methods, models, or strategies or approaches are effective by looking at the model students. Currently the joint advancement of science teaching (pedagogy), has created a variety of ways of teaching both to achieve specific learning goals and are applied in certain situations. That is where the good interaction is indispensable in the learning process in order to create a harmonious interaction in the classroom.
- d. Teachers should be good at choosing the right language to interact with the students. The use of communicative language has also become a very important way in creating a harmonious interaction in the classroom. Teacher who speaks both verbal (spoken) and nonverbal cues such as gestures and facial and teacher was going to be a varied and expressive. Orally, the words used in the communication should also be chosen appropriately so that it will continue to be able to motivate and facilitate the learning process of students. Thus, undoubtedly interaction can work well and harmoniously.
- e. Teacher shut learning by concluding the material provided by the students, then give the students an opportunity to ask questions related to the material presented that day, then after that, the teacher closed the classroom learning process by praying together when the lesson is in the final hour, and then the last with the greeting.

The ability of teachers to manage the interaction of students in learning activities related to communication between students, teachers' efforts in addressing the difficulties pupils and students were harassed and maintain a good student behavior. So that all students can participate and interact optimally, the teacher manages the interaction not only the direction of the course from the teacher to the student or both directions from teachers to students and vice versa, but rather pursued their interaction multi direction from the teacher to student, from student to teacher and from student to student.

## **B. Previous Research Finding**

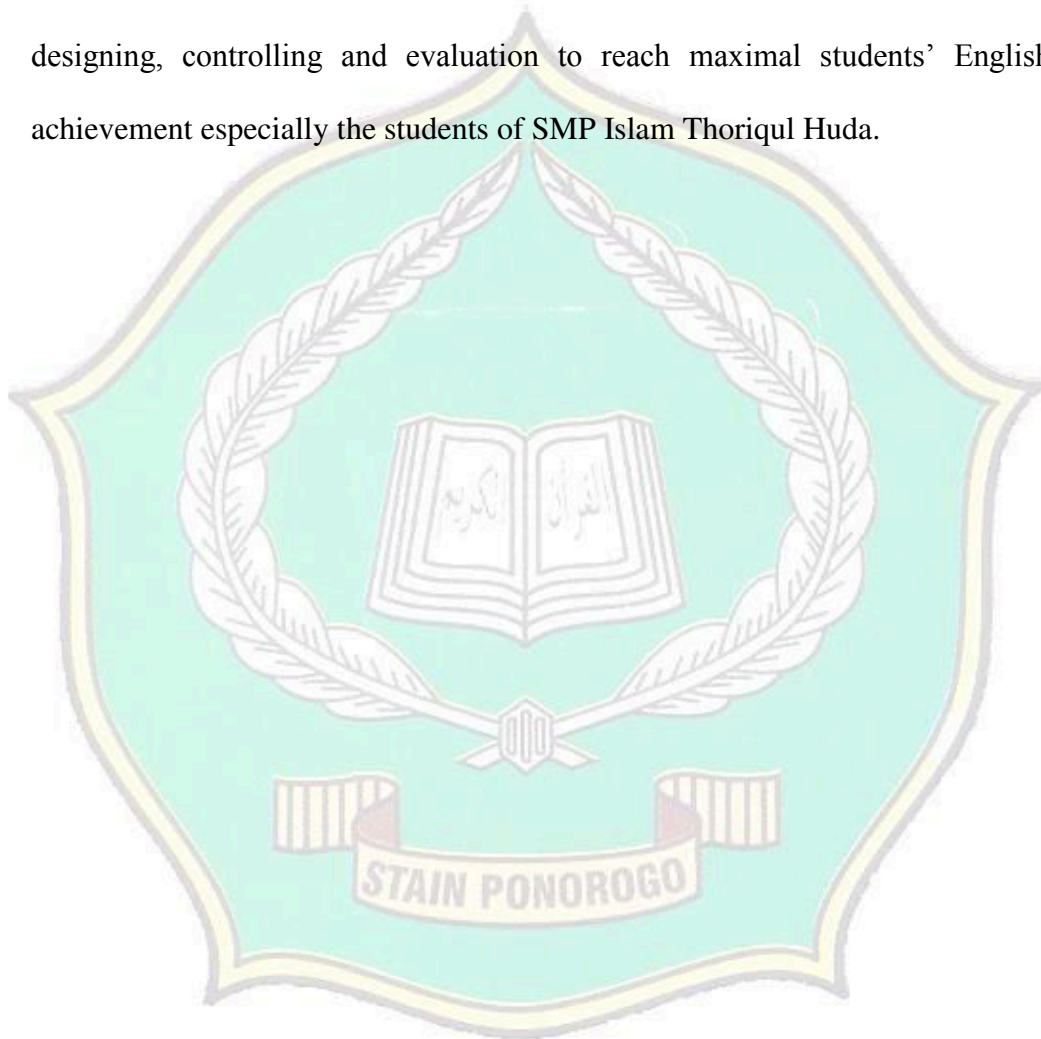
Taking this into account, the main aim of this study is to look into teachers' strategies in teaching English. Previous studies in teacher's strategies have been conducted by some the researcher. The first, was conducted by Tutut entitle A Study on the Strategies of Native Speaker Teacher in Teaching as Foreign Language Students. This research show the way how is the strategies of native speaker teacher in teaching English for EFL students and also the implementation of the strategies of native speaker teacher in teaching English for EFL students.<sup>38</sup>

The second, was conducted by FitriRetno Sari entitleAn Analysis Teacher and Students Talk in Classroom Interaction. This research is focuses

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<sup>38</sup>PurwatiningsihTutut, A Study on The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students in academic year 2014-2015. Journal graduating (Tulungagung: IAIN Tulungagung. 2014). Accessed on 4<sup>th</sup> march 2016.

teacher talk and students talk in three dimensions, who talk, about what, how much and when and problem face by the teacher and students in teaching and learning process. This research makes the researcher is interested to do analysis the strategies in teaching English for teacher foreign language who application in the inside class or classroom and analysis deeper strategy about preparing, designing, controlling and evaluation to reach maximal students' English achievement especially the students of SMP Islam Thoriqul Huda.



## CHAPTER III

### DATA DESCRIPTION

#### A. General Data Thoriqul Huda Islamic junior high School Cekok-Babadan Ponorogo

1. History of establishment SMP Thoriqul Huda Islamic boarding school Cekok Babadan Ponorogo

Islamic boarding school cekok babadan ponorogo, that is the name known to the public at the time of establishment of the cottage which is located in the Village District of Babadan Ponorogo-feeding. The lodge was founded in 1912 AD by a named Kyai Kyai Dasuki. At the beginning of this cottage only education Qur'an followed by students who are around the lodge. However, over time Kyai Dasuki develop cottage education with teaching materials yellow book. In upbringing, he is also famous cottage cottage kanuragan term, because many people are sick of the usual up to the person who possessed spirits, thanks to Dasuki Kyai prayer by healing.

After Kyai Dasuki died caretakers cottage followed by a law named Kyai Badaruddin. He is an expert Kyai right in the yellow book. The struggle and the spirit of Kyai Badaruddin along religious teacher in Pondok Thoriqul Huda force-began to be known by the public, not only around the cottage but also by people outside the village-feeding. She



leads the cottage-feeding approximately 11 years specifically the year 1970 to 1981 AD.

The third period after meninggalnya Kyai Badaruddin handed over to the caretakers cottage-feeding son named Kyai Kyai Dasuki Fachrudin Dasuki. He is one of the great alumni of Pesantren in Jombang namely Pondok Pesantren Tebu Ireng. During the reign of Kyai Fachrudin Dasuki this cottage which was originally known as the cottage-feeding later changed the name Thoriqul Huda Islamic boarding school (PPTH), which means the user. Dengan spirit and apply the education system like in Pondok Cane Ireng, until now Thoriqul Huda Islamic boarding school growing rapidly, even the students not only came from the town of Ponorogo, but also from outside Java.

In development Thoriqul Huda Islamic boarding school education which uses a classical system, which starts from awaliyah level (grades 1-3), wustho (4-6), and ulya (Takhasus). The methods used in presenting the material, among others wetonan, bandongan, deliberation, sorogan, and others. In addition to education with a classical system, Pondok Pesantren Thoriqul Huda also hold a market study which is usually followed by a community of shared areas. Market recitation is done three times a week (Sunday, Thursday evening and Friday afternoon) and chaired by the caretakers cottage that Kyai Fachrudin Dasuki. The materials used in the classical system adapted to the existing level of education. While in the weekly recitation or market his book already

determined that the recitation ahad am using the book of al-'ibaad Nasooih Thursday evening recitals Riyaad his book al-Sholihin, while Friday afternoon studied the book is Durrot al-Naasihiin. With the rapid development of education both among schools and outside schools as well as the growing lack of moral education to children, daughter-in-law Kyai Fachrudin Dasuki and ustadzs Thoriqul Huda Islamic boarding took the initiative to establish a formal education. Finally, the law and the chaplain Thoriqul Huda Islamic Schools propose to Kyai Fachrudin Dasuki. In consideration Kyai Fachrudin Dasuki approve the proposal, finally in 2007 it was formally established formal education and was named Junior High School (SMP) Islam Thoriqul Huda. SMP is under the auspices of the Department of Education and the Institute Pendiidikan Thoriqul Huda using tepadu curriculum is the curriculum and develop all national schools curriculum. Finally, the newly established junior getting overwhelming response from the community proved many learners who enter the SMP Islam Thoriqul Huda. Although still quite young SMP Islam Thoriqul Huda ready to compete with other junior high, especially SMP. This is evidenced by their alliances in any case with the State schools in Ponorogo, for example in the implementation of daily test to verify their half of the standard abilities of children, junior Thoriqul Huda also adopted the test questions used in SMP. SMP Islam Thoriqul Huda started learning every day begins around 06.30 with the Duha prayer activities involving teachers and

students. It was expected that children in the holy condition when receiving other subjects.

Other activities which are highlighted by SMP Islam Thoriqul Huda was reading the Koran before starting lessons do around 07.00. While the studies included in the yellow book with the hope intrakulikuler child can master the science of religion with a runway is clear both from the Koran, the Hadith, Ijma ', and Qiyasnya the scholars.

SMP Islam Thoriqul Huda in terms of academic and non-academic had dared to compete with other ad SMP in Ponorogo. race that had attended an Olympic race Mathematics and Natural District level, the Olympic English-residency se Madiun, race scout nautical saka, saka Bayangkara and many more race diiikuti. With the existence of such activities is expected children not only able to excel in school but also outside school so that children are able to master the academic and non-academic science.

## 2. Vision, Mission and Objectives SMP Islam Thoriqul Huda Cekok Babadan Ponorogo

SMP Islam Thoriqul Huda force-Babadan Ponorogo example education institution has the vision, mission, and purpose in organizing activities. The vision, mission, and goals of Islamic junior Thoriqul Huda as follows:

- a. Vision To be a center of education and learning that is oriented to the development potential of students in science, technology, arts and

culture and the ability of the integrity of Islam, Imam dn Ihsan towards the formation of man "Uli Abshar".

b. Mission To realize the vision above, SMP Islam Thoriqul Huda Cekok Babadan Ponorogo's mission is as follows:

1. Conduct a process of education and learning science and technology and nature IMTAQ intergratif and silmutan.
2. Develop resources in science and technology education and learning and IMTAQ.
3. Play an active role in national development in learning and science and technology education and IMTAQ

c. The objectives to be achieved by force-Huda Islamic Thoriqul Babadan Ponorogo is as follows:

- 1) Realize the achievement of national education goals.
- 2) Generate a competent lulusan have science, technology and culture, and for integrity in accordance with the kepribadan lofty religious values and culture.
- 3) To produce graduates with the advantages as the special characteristics of the learning process and the existing education and meet the demands of the development needs of the future.

3. Geographical SMP Islam Thoriqul Huda is a formal school in the District Babadan.

SMP-feeding is addressed in the Village District of Babadan Ponorogo Regency East Java Province. SMP Islam Thoriqul Huda has two



entrances which first entered through JL. Mayjend. Soetoyo No. 194 and the second through JL. Sunan Kalijaga then went into JL. Martyrs' Village District of Babadan Ponorogo.

The layout of the SMPS Islam Thoriqul Huda is flanked by several villages, north of the village of Karang Talok, west village Keniten, south village Kertosari, and the East Village Patihan Wetan. With SMP Islam diapitnya Thoriqul Huda of four villages is causing the fabric of communication between communities and schools bedalan lancer, so it affects the development of the SMP Islam Thoriqul Huda.

#### 4. Teachers, Employees and Students

SMP Islam Thoriqul Huda in implementing the teaching and learning activities taught by 16 teachers consisting of 12 male teachers and four female teachers, employees as much as 3 people consisting of one male employee and two female employees, subject teachers extra curricular much as 3 male teachers, and attended by about 83 students both boys and girls.

#### 5. Organizational structure SMP Islam Thoriqul Huda Cekok Babadan Ponorogo

The organizational structure in an association or institution of great importance. This will facilitate the implementation of the planned programs. In addition, to avoid confusion in the implementation of tasks between school personnel, so that the tasks assigned, to each personnel can run smoothly and the mechanism of action can be determined easily.

## **B. Finding**

### **1. Teachers' Strategy to Build Students-Teacher Interaction of SMP Islam Thoriqul Huda**

Developing positive teacher-students relation/interaction is one of the most effective steps that the teacher can be positive climate in the classroom. Based on Robert said that the third aspect of effective classroom management, after rules and procedures and disciplinary interventions, teacher-students relationships are the keystone for the other factor. If a teacher has good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Like in the class at ninth class of SMP Islam Thoriqul Huda there is a teacher who has five strategies need to be developed to establish effective communication or interaction such as; respect, humble, empathy, audible.

According to the observation conducted with Mr. Ami Wijaya and the students of integrated class, the researcher found the information related to teacher's some strategies which are used to interact toward his class on Tuesday, February 30<sup>th</sup> 2016. The result of the data was as the following:

#### **a. Pre- activity( apperception)**

The researcher got the information about the strategy in carrying out the English material in the pre-activities of his class. Before going the lesson, he always gave the question for intermezzo

with his students and made them to always showing good discipline attitude such as telling how to be good position sit and arrangement of the desk. Then, he started the lesson by greeting and checking the students' attendance list. After that, he reviewed the last materials using the questions to the students.

b. Whilst- activity

Teacher checked the student understands with asking the students about affirmative, negative and interrogative sentence. Teacher stimulated the students with asking the form of each sentences. Teacher told them to answer one by one. While doing the activity, teacher walked around the classroom to check student's enthusiasm with a lesson that he though. Then, teacher gave explanation about those sentences. Teacher asked the students to repeat what the teacher has said. Teacher gave instruction to students to concentrate and focus on the material until they understand.

c. Post activity

After the students understood, he also engaged using brainstorming activity in the form of word of the day in order to enrich the students' vocabulary acquisition and also directly gave the questions to them. It was done to make students focused to the material. Besides, he also conveyed the example by showing three questions such as "do you have favorite food?" All students directly responded and gave different answer. Then he asked again " Do you

like fried rice?” Some students answered yes or no. The last question was “how to make fried rice?” But actually some students still confused to answer that question. Directly, Mr. Ami guided them to how to make fried rice step by step togetherness. Those sentences were called by Procedure text. Next meeting, teacher would explain about Procedure text. Teacher asked the students to look for some ideas that will be presented in the next meeting.

The second observation had done on Thursday, March 03<sup>th</sup> 2016. Based on the observation above in the classroom activity, the researcher knows that teacher’s strategy to build students-teacher interaction are such as:

a. Pre-activity

Teacher gave greeting to the class and checked the students’ list. Teacher asked the students conditions and feeling. After that, teacher gave knowledge about general knowledge that must be known about something that related with a material. The general information which came from the teacher was “We must be able to do something and to be creative in doing anything” Teacher reviewed the last lesson about procedure text.

b. Whilst-activity

Teacher reminded the assignment about presented the procedure text and asked the students to prepare their presentation in from of the class. Teacher took the score for assessing each student’s



performance. Teacher gave feedback toward the students' performance.

c. Post- activity

Teacher asked the questions related procedure text to the students understanding for once and gave the conclusion about the lesson today. Teacher asked the students difficulty in teaching learning process. Teacher gave evaluation about the teaching and learning process and gave the correction to the students' error. Teacher motivated students to enjoy learning English. Teacher gave task to memorize and practice about procedure text for students understanding.

A strategy was main factor that influent in the process of teaching and learning. The teacher would produce the good result in learning with a good strategy. A good teacher always improved an effective strategy of teaching. Researcher found from the interview that Mr. Ami Wijaya said:

Strategy is clearly important because it deals with students who are low in learning motivation and their little spirit. Strategy can be used to facilitate the material delivered. And sometimes the condition of children every day is different. Especially, in building the interaction, it must be related with communication. A teacher must also be able to carry out and know the things that are technical teaching during the learning process takes place. That means here that it is technically related with the class, especially in teaching and classroom management and to create classroom interaction in learning process. And I use one way communication which a teacher is active role in giving a material and students functioned is as a receiver in this action. Students 'communication tends to be passive because teachers will be more active. In contrast to the two-way communication, the participants are from all members of the class both teachers and students. Teacher and

student data is the same role, as the recipient of the action and the action.<sup>39</sup>

This statement found looked that a teacher especially teacher of SMP Islam Thoriqul Huda has many strategies that can be used to interact with the students. It would be considered about the appropriate teacher's strategies which could improve the students' skill and competence in learning. In order to reach the instruction goal, teacher need teaching strategies which those where suitable with the students' characteristic, instruction material, classroom condition, students' level, etc.

From the explanation above, teacher presented the lesson, appearing the students respond on it. Most of them were happy and enjoyed with his strategy. First informant said: "I am pleased to learn English with his teaching. He has a strategy to make me spirit, I understand with his talking about instruction and his material communication between students with him."<sup>40</sup> Then, second informant said: "I also love to learn English and I really enjoy learning taught by him, due to the passing of the interactions that connect with him made me become interested in English. I like practicing with Mr. Ami's talk; I prefer the strategy by memorizing vocabulary. Right of my words be added"<sup>41</sup>

Based on the interviewed above, the interviewer knowed that students felt enjoy and happy with his learning and teaching and could

<sup>39</sup>Look at transcript of Interview number: 02/01/3-I/F-/16-3/2016 in appendix this result of this research.

<sup>40</sup>Look at transcript of interview number: 03/01/16-I/F-16-3/2016 in appendix this result of this research.

<sup>41</sup>Look at transcript of interview number: 04/01-I/F-16-3/2016 in appendix this result of this research.

make the students active because after explaining of material, he made a practice directly. Not only in learning and teaching process but he also always kept the communication with the students. The other students' responded third informant said" I am delighted to learn with Mr. Ami due to instructions are given by him. I am excited to do the activities and want to continue to learn about the English language. He is looked wise so I always give good respect to him."<sup>42</sup> And the other students said fourth informant that "said: I am delighted to learn with him, because I can communicate with friends using English. He also made a group discussion to give an opportunity to talk with my friends."<sup>43</sup> The other student's of fifth informant said again that:"I like study with Mr. Ami. He is enjoyed, clear, explicit and emphasis person. And every day he has a way to teach us. We are usually afraid with him. If we do not do the homework, we will get the punishment."<sup>44</sup>

From those information above, the researcher knew that there were many students who liked with Mr. Ami as their teacher. He taught in classroom very emphasize and always kept interaction with his students. But there was student disliked with the teacher teach, such as sixth informant said" I dislike with the teacher teach, always emphasize.

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<sup>42</sup>Look at transcript of interview number: 05/0-I/F-/16-3/2016 in appendix this result of this research.

<sup>43</sup>Look at transcript of Interview number: 05/01-I/F-16-3/2016 in appendix this result of this research.

<sup>44</sup>Look at Transcript of Interview Number: 03/01/16-I/F-16-3/2016 In Appendix This Result Of This Research.

The other data can be taken from the researcher was video. Based on observation with the video, the researcher could see that teacher always tried to interact with the student in classroom, as well as the student tried interaction with the teacher for especially at the ninth class SMP Islam Thoriqul Huda, like Malamah said that interaction means reciprocally, acting upon each other. He said that although interaction was a two way process, interaction is more than action followed by reaction. Each person in interaction took apart and affected each other. From very beginning of language classroom should be interactive. The Rivers also said:

Through interaction, students can increase their language store as they listening to or read Authentic linguistics material, or even the output of their fellow students in discussions, skits, join-problem solving tasks, or dialogue journals, in interaction, students can use also they process of the language of the language- all they have learned or casually absorbed-in-real-life exchange .....even at an elementary stage, they learning in this way exploit the elasticity of language.

The success of interaction between the element in the classroom as said by Albright and Bailer cannot be granted and cannot be guaranteed just by just by exhaustive planning. This is caused classroom interaction in fact interaction of any kind is a co-operative effort among participant. In the process of learning between teacher and student must be there interaction.



## CHAPTER IV

### DISCUSSION

In this chapter, the researcher discusses of the research based on statement of the problem. The result of the research is taken from the result of the observation and interview at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.

#### **1. Analysis Teachers' Strategy To Build Students-Teacher Interaction at the Ninth of SMP Islam Thoriqul Huda**

Based on the observation on the video above, the researcher knows that there are many ways and strategies to build students-teacher interaction. Those are such as:

##### **a. Greeting**

In the beginning of Mr. Ami's class, he usually starts the lesson with greeting such as:

T : " good morning class"

S: "good morning too Mr....."

Based on dialogue above, the researcher knows that one of the ways from teacher to build interaction from the students is greeting and it includes of formal greeting to start interaction. Based on Josh says that the 23 different ways to greet someone such as: formal greeting, informal greeting, greeting a person that haven't seen for long time(formal), and greeting a person you haven't seen for a long time (informal).

From it, the researcher knows also that greeting is the first step every teacher in communication with students. This greeting will also build interactive arrives relationship patterns; because in doing this regards to the students will give feedback. Greeting the teachers at the beginning of instructional hours will also be able to facilitate the communication process with other.

From the statement above, the researcher knows thatgreeting to the students at the beginning is very important in the learning activities. It will make an easier the condition while ensuring that students are already in a condition ready to start the lesson. In greeting the students should a teacher use languages to be fun and easy to make students understand. This will make students comfortable in starting the lesson.

Warm greeting and facial features will reflect the positive light that can affect the spirit of the students in the teaching and learning process. In the class the teacher perform, the teacher gives affects the class would be difficult to imagine will happen if the teacher when it started learning to countenance complicated, do not smile, appearance of wrinkles, of course, the atmosphere becomes tense and scary.

Say hello includes a method for building the emotional interaction between teachers and students with a model of habituation in learning. Greeting words commonly are used as an early use of the English language that may be unfamiliar to students. This greeting will help dialogue interaction between teachers and students to use the English language.

In the implementation of 2013 curriculum use the PAIKEM (Partisipatori, Aktif, Interaktif, kreatif, Efektif dan menyenangkan) method, greeting to students in early learning is a very important step in building the interaction between teachers and students that will create a fun learning environment, the effects of this situation will motivate them to follow the lessons that will be implemented with full spirit and enthusiastic.

Greeting teacher to students will make students returning to concentrate and ready to face lessons. Because, after another lesson that has been done or after a vacation time they have to be returned in the frequency band learned, before lessons conducted the relationship between teachers and students should have been good. It will increase the students interest.

Based on the statement above, teacher also uses Indonesian translate language. This is the way for the teacher to make the students understand. From it, the researcher knows that greeting is very important and it is concluded as the way to build interaction.

#### b. Questioning

In the class, he always gives questions to the students overall about the condition and the feeling at teaching time. He usually asks with general question, such as:

T : ” Do you ever make a sentence? (apakah kamu pernah membuat kalimat)?”

S5 : ” Pernah Mr.

T : " Do you remember it?"bagaimana rumusnya hayooo,,siapa yang tau:"ingatttttttt

T : "(diawali and ditulis), S+VES/E+O, s nya apa?"

S4 : "subject, berarti kata benda Mr."

S2 : "santi go to school" adas+v+o and etc.

S7 : "apakah itu benarMrr.

T : " kurangg tepatt....

Based on the dialogue above, the researcher knows that question is a very important element, because from it occurs interaction between other.

According to Rebecca, he argues that language is a form of social behavior, it is communication, and communicaton occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies such as asking questions, cooperative with other and empathizing with others.<sup>45</sup>

It can be known that interaction is basically much related to communications. While communication is a key element in the learning from teaching and learning process. So, anything what the teacher wantsto be delivered by accomplished the teacher.

One of the most basic social interactions is asking question, an action from which learners gain great benefit. Asking question helps learners to get closer to the intended meaning and thus aids their

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<sup>45</sup> Rebecca, Ibid.....34



understanding. It also helps learners encourage their conversation partners to provide larger quantities of “input” in the target language and indicates interest and involvement. Moreover, the conversation partner’s responses to the learner’s questions is important, of course, one social strategy concern asking questions for clarification (when something is not understood) based on theory above, asking questions is the way from the teacher to build student-teacher interaction.

### c. Ordering

Based on the video, the researcher knows that:

- 1) The teacher always asks the students to always act discipline attitude a good seat position. Here, the interactions happens, such as:

T :” okay, all of you, please, stand up (ayo semua berdiri,)”

S: ” .....

S: “ Yeessss... Mr....

T : “Bagaimana apakah kamu udah disiplin ,,,, sudah lengkap semua pakaian mu?”

S: “ not yet Mr.... i’m sorry”

T : “

Based on the dialogue above, the researcher knows that the teacher asks the students to discipline in any condition.

Implementation of the learning process in event or occurrence of interaction between educators and learners are expected to result in

changing to the learner, from not capable of being able, from the uneducated become educated, from a competent yet become competent.

To form a good interaction without losing sight of the purpose of learning, a teacher shall use instructional communication, the method of communicating with students by word - word instructions or orders, one example is appeal for children- noisy children in the class to return a conducive or send them to be more disciplined in order to internalize values of education can be achieved with good.

Instructional communication shall not use words command that high-pitched, but can use persuasive language that is more comfortable for the accepted students, the core question of instructional communication is distract the students in order to refocus on learning objectives, namely to increase the students' self.

The goal of instructional communication is a change in attitude and positive behavior of students after participating in learning activities. Communication in instructional systems has an educative function. The communication process is created naturally, intimate and open, supported by factors other support, as well as advice and other facilities, with the goal of having the effect of changes in behavior on the part of the target.

Teacher can use instructional communication in establishing interaction with students in class, but in implementing the communication instructional the teacher should behave as a parent. So,

the communication instructional happens bond emotional between teacher and student, if the emotional bond and the pattern of a good relationship has been established then all the direction and guidance of teachers will be carried out by students with no load.

In principle, the instructional communication can take two forms, verbal communication and non-verbal communication.<sup>46</sup> The usual communication between teachers and students is the verbal communication such as in teaching and learning in the classroom and outside the classroom. Verbal communication can be face to face conversation between teacher and student, speaking in the classroom. Actually, when teacher make our communication not just deliver the message that verbal but also non-verbal message. Therefore, teacher are actually doing non-verbal communication either as a supplement or replacement for verbal communication.

Meanwhile, non-verbal communication is communication message is packaged in the form of nonverbal, without words. Forms of non-verbal communication can be in the form of body language, signs (flags, traffic lights), actions or deeds as well as objects (clothing, accessories, and so on).

In the implementation of formal education, instructional communication process, will mostly occur either interpersonal or intrapersonal. In the realm of the instructional communication,

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<sup>46</sup>Agus M. Hardjono, *Komunikasi Intrapersonal Dan Interpersonal*( Yogyakarta: Kansius 2003) Hal 22, 26.

interpersonal communication can be interpreted as a form of communication that proceeds from the idea or ideas get one person to another.

In instructional communication contains a message which shall be in internalized the students, information conveyed is what is called a message. In this case, of course, learn the message, a message is designed specifically for learning purposes and to facilitate the learning process.

When conveying messages to students through a communicative, there are some things that must be considered. First, teacher Message must be designed and delivered in such a way so as to attract the attention of students. Secondly, messages have to use signs which are mapped to the same experience between teachers and students. Third, Messages must arouse students' personal needs and suggest ways to get those needs.

Instructional communication will greatly affect the interaction between teachers and students, with the pattern of this interaction, students will have tawadhu 'and respectful values to teachers. This relationship will determine the success of the learning model that will be used by teachers. Values that are embedded through communication instructional will make the students as human being who have high moral competence, and of course this will form a harmonious interaction between teachers and students.



Based on data through interview, it can be seen that it gives intruction to the students in the beginning of learning as explaining the lesson. He explains little material. Thus, it can occur communication. Most of the students like with Mr. Ami's way in his teaching because he has good characteristic, respect, humble, emphasize, and kind.

- 2) Teacher always checks each student's condition and walks around beside the students seat position.

Based on the video, in the middle of teaching and learning process, he checks the student's condition such as:

T : " I will be check all of you, bagaimana seragam kalian hari ini,,sudah lengkap semua.

S : "(Ribut dan gaduh)

T : " How about you?, (menunjuk salah satu murid)

S : "I'm sorry Mr. saya lupa membawanya

T : " kamu hamper setiap hari seperti itu" lama akan say addenda nanti

S : "I'm sorry Mr.

T : " Okay, one of you, I will give punishment if you don't complete the equipment.

T : " Hemmmmm"

S : "NOOO,, saya lengkap pakk, saya khan anak yang rajinn"

T : “ bagus,, ini setiap hari kalian harus rapi, karena kenapa?  
Menunjukkan kecerdasan mu sendiri lhoo”

From the dialogue above, the researcher knows that teacher always asks the students to act tidy and discipline.

- 3) Teacher asks the students to explain about the previous lesson in last meeting and the teacher asks the students’ understanding

The teacher asks again about the students’ memories about the lesson in the last week about affirmative, negative and interrogative sentence. Teacher invites some students to mention what active sentence, and the other student for negative sentence and interrogative sentence are that there are the students who remember and forget about the lesson.

T : ” do you remember about the lesson in the last week (apakah kamu ingat pelajaran minggu yang lalu)

S : ”Ingat Mr.

T : ”what about?”

S : ”about affirmative, negative and interrogative”

T : ”Please, explain about it!

S : ”affirmative = student reads a book

S : ”negative= I forget Mr... pokoknyaada kata tidaknya.

T : ”hem...hemm about you? Apakah kamu bias membuat negative”

S3 : ”I forget Mr.

T : ”you must study more again,,

S : "Yes Mr.

T : "How about you?"

S : " i asks Mr. Bagaimana kalau membuat kalimat tanpa kata kerja?"

T : " hayooo siapa yang mau jawab pertanyaan bagus ini?"

S3 : " di tambah to be Mr...."

T : " to be apa saja?"

S7 : " is, am, are , was, and were...."

T : "bagaimana contohnya (sambil menunjuk anak yang terlihat pendiam and tidak semangat)"

S9 : " IAM ANGRY"

T : " iya benar.....ayoooo siapa lagiii?"

S : "budi was sick"

T : " iyaa pintarrrrrr... ayooo kita bahassss.....yang mana yang namanya to be?"

S2 : " amm and sickkk Mr..

T : " ayoo yang lainnn bagaimana?"

S : "wasss Mr..

T : " yang benar liatlah di papan tulis

Based on statement above, the researcher knows that while asking the last lesson. Here, the teacher does interaction.

Teacher also checks the student understands by asking the students about affirmative, negative and interrogative sentence.

Moreover, it usually asks to the students overall, one by one like what affirmative sentence is, what a pattern is and how to make it.

Teacher stimulates the students with asking the form of each sentence. Teacher tells them to answer one by one. While doing the activity, teacher walks around the classroom to check student's enthusiasm with a lesson that he though. Then, teacher gives explanation about those sentences. Teacher gives instruction to students to concentrate and to focus on the material until they understand. Michael says that receiving comprehensible input is a desired characteristic of second language acquisition, it is not enough, in addition to input, there needs to be interaction. It is the interaction itself that helps to make comprehensible.<sup>47</sup>

Michael proposes that it is through interactions with competent users of the second language that forward in our use of the language.<sup>48</sup>

- 4) Teacher asks the students to repeat what the teacher has said.

This is importance of student-teacher interaction relationships. Good and supportive relationship are needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better and be able to recall newly learned information.

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<sup>47</sup>Michael. *ibid* .....

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#### d. Explaining

Based on the technique of data collections, interview, the researcher knows that the students feel enjoy and they are happy on their teacher teaching especially when he explains the lesson and he can make the students active to the students practice directly after explaining the material. Not only in the learning and teaching process but he also always keeps the communication with the students.

It can be seen from the data that the researcher knows that there are many students who like with Mr. Ami's teacher way in teaching as their teacher. He teaches in classroom very emphasize and always keeps interaction with his students. But there is student who dislikes with his teaching because sometimes he ever forces to do something that student dislikes.

Based on the interview, it can be concluded that he, as the English teacher, usually uses strategy one way or monologist interaction. It means that the teacher talks in front of class and the students listen what the teacher said. Usually the teacher not only focuses in the material but also combines other jokes or knowledge to improve in teaching in order to the students donot boring and do not feel sleepy. Before it, the teacher ask the students to answer the question from the material just now. Here, the reasearcher can be conclude that the teacher makes a communication one way to the students understanding and do not forget touse two languages both English and Indonesian.

Jon Borches argues that the Communications of this type requires teachers to play an active role to take action in the matter and give a student functioned as the recipient of the action. Indeed, in using this type of communication, students will tend to be passive in class because the teachers will be more active.<sup>49</sup> Lecture is a general lack of communication that can make the students live. Students will tend to feel bored in class because there are many activities.

Harsha Kathard says that Embedded in monologic is characterized by command and control, when the partner is taken to be an inanimate rather than a interactive being. The commander's message takes precedence and feedback from audience/partner is limited and serves the purpose of furthering the communicator's goal.<sup>50</sup> As a consequence, the communicator's message is imposed and dominant through a transmissive process and provides minimal opportunity for engagement of potential communication partners.

Based on interview the teacher often uses the strategy of students centered. From it, the teacher just explains little the lesson after that practice directly. Here, the teacher lets the students working alone and asks question from each students. Like Harshal says that for practitioners interested in how communication practice supports education practice, it is critical to appreciate the importance communication, and particularly interaction, for learning, in the theorized of Vygotsky the importance of

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<sup>49</sup>Ibid,....

<sup>50</sup>Harshal, "A Study Of Teacher-Learner Interactions- Cuantinum Between Moologic and Dialogic Interactions," LSHSS, 10. Vol. 46(South Africa. July2015), 222

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

Interaction has an important role in teaching and learning process. The interaction of teaching and learning is reciprocal activity between teachers and students. In other words, interaction of teaching and learning is a social activity.

Based on the data found in this research, the researcher can conclude that teacher's strategies to build students-teacher interactionn are:

1. Greeting. This is the first way for teacher to communicate with students. It becomes very important in the learning process because this condition will make an easier when they feel comfort their learning, they will get easier to start the lesson. In starting the lesson, greeting includes a methods for building the emotional interaction between teachers and student with a model of habitual in learning.
2. Questioning. This is the one way for teacher to interact with students. From the dialogue, teacher asks to the students about the lesson. It accurs communication between them. It helps students to get closer to intended the meaning and it aids their understanding.
3. Ordering. This is the other ways for teacher to interact with the students, such as, the teacher asks to the students to always act discipline attitude in a good seat position. This way instruction communication will greatly affect the interaction between teacher and students. With the pattern will create

respectful attitude to the teacher. And the other ordering is teacher always checks students condition by walking around the students position seat.

4. Explaining. The teacher explains the lesson and he makes students active because he gives practice directly to the students after explains the material. This condition accurs communication with the students.

## **B. Recommendation**

After analysis the result of the research, the researcher would like to give some recommendations.

1. For English teacher

In learning process, teacher should be creative and innovative in select strategy or way to build students-teacher interaction in class. And a good teacher should be able to analyze how far his students' ability are. Based on researcher research, the researcher conclude that greeting, questioning, ordering and explaining to be one way or strategy to build students-teacher interaction.

2. For the future researcher

The result of the study can be used as an additional reference or further research different discussion



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