CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher focuses on presenting the data as the result of collecting the data to answer the statement of the problem.

A. Research Findings

1. The Patterns of Teacher-Students Interaction that Teacher Used in the Class

Here, the researcher talked about the pattern of teacher-students interaction that teacher used in learning process. The researcher provides the information about the process during teaching and learning English.

a. **The First Observation, Monday, 19ᵗʰJanuary 2015, 10:30-11:30 am, A Class.**

Table 4.1

The Patterns of Teacher-Students Interaction that Teacher Used in the Class.

Time	Interaction patterns	Activity	Topic
10:35 am	Two-way traffic interaction. (pre activity)	**T**: Teaher makes greeting to the students and checking student attendance. **S**: Students response by raise their hand.	The topic about "Expression"
10:40 am	One-way traffic interaction. (while activity)	**T**: Teacher explained the material. **S**: Students not response to the teacher.	
11: 10 am	Two-way traffic interaction. (while activity)	**T**: Teacher makes an interaction to the students based on the material (Expression). **S**: Students give response to the teacher by answer the teacher question.	
11:20 am	Two-way traffic interaction and optimal interaction pattern. (while activity)	**T**: Teacher asked to the students to make dialog with their friends about the material. **S**: Students give response and try to practice with their friends.	
11:30 am	Two-way traffic interaction. (post activity)	**T:** Teacher ended the material by remind the students with games in order to the students can remember the material. **S:** Students response by answer the teacher questions.	
11:35 am	Two-way traffic interaction (post activity)	**T**: Teacher say good bye to the students. **S:** Students response the teacher.	

Based on the table, the teacher mostly used two-way traffic interaction. At (10:30) warming up shows that the students can response what the teacher said, in that time there was one student who did not come in the class. Then, the teacher asked by using English and they can response what the teacher said. In that case, it shows that there was two-way interaction pattern at (10:30).

At (10:40) in the while activity the teacher explained the material in front of the class. There was no response from the students. The students prefer to talk to others, when teacher asked question to the students only some of them who can answer what the teacher asked. In this time the class is very crowded, they did not care with the material that teacher explained. In addition, the teacher cannot conduct the class well. Here there was one-way interaction pattern, because there was no response from the students.

At (11:10) in the while activity the teacher tried to make an interaction with to the students to check their understanding about the material. In fact, most of the students did not understand the material. In the other hand, they can response what the teacher said. In this time, the teacher tried to motivate the students in order they can practice and interact with others.

After the teacher explained the material, at (11:20) in the while activity the teacher asked to the students to make dialog with others about the material. Most of the students have problem with structure of the language. When they made dialog to the others they fell difficult to arrange the word. Some of students fell shy when they want to speak and to make interaction with the teacher.

At the end of the learning process, the teacher check students understanding by throw the ball to the lucky students. In addition, the students should translate about the word that teacher said. At (11:30) as post activity, before teacher closed the material, the teacher tried to remind the students about the material that they have learned. In this session the teacher used two-way interaction pattern, because the students response the teacher's question.

b. The Second Observation, Wednesday, 21ˢᵗ January 2015, 10:00-11:30 am, B class

Table 4.2

The Patterns of Teacher-Students Interaction thatTeacher Used in the Class.

Time	Teacher-students interaction pattern	Activity	Topic
10:00 am	**Two-way traffic interaction. (pre activity)**	**T:** Teachermakes some greetings and checking the student attendance. **S:** Students response what the teacher said.	The topic is about "Greeting"
10:15 am	**Two-way traffic interaction. (pre activity)**	**T:** Teacher doing a warming up to the students. **S:** Students response and give feedback to the teacher.	
10:30 am	**Two-way traffic interaction. (while activity)**	**T:** Teacher started to explain the material and sometimes teacher make an interaction to the students. **S:** Students can answer what the teacher question and the students being a good student.	
11:00 am	**Optimal interaction pattern. (while activity)**	**T:**Teacher defied students in some groups, and asked to the students to discuss about the material (Greeting). **S:** Students work well, because students can cooperative and can discuss with others.	
11:20 am	**Two-way traffic interaction. (while activity)**	**T;** Teacher asked each group to represent someone to present about their work. **S:** Students represent someone to present what they get in the discussion in front of the class.	

11:30 am	**Two-way traffic interaction. (post activity)**	**T:** Teacher will close the activity and checking their understanding about the material with games before the teacher closed the activity. **S:** Almost all of the students can answer what the teacher question, even indirectly.
11:45 am	**Two-way interaction. (post activity)**	**T:** Teacher closed the material and say good bye to the students. **S:** Students response the teacher.

In this observation session, the researcher found that the teacher-students interaction patterns that usually used by the teacher is two-way traffic interaction. The researcher got the data by doing observation field note and make video to answer the first research question. In this session, the researcher did the observation in the classroom. In this class B had differentt teacher.The teacher is already using media when sheteach. In the second observation the teacher toughspeaking skill, the teacher started the classby greeting and checking student attendance in the pre activity at (10:00), the student response what the teacher said.

After checking student attendance, the teacher tried to make a warm up activity to the students at (10:15). Based on the interview that researcher done to the class B teacher, this game was given to make the students interest and give good response to the material. Students were interesting because they got motivation and to make them active in the class.

At (11:30) in the while activity teacher started to explain the material. When teacher explained the material, there were some students who did not understand the meaning of some greeting expressions. In other hand, they to be shy when they wanted to asked the teacher. After the teacher explained the material, the teacher walked around the class to check students understanding, in

fact many students who set in the back were confused about the material because the teacher only stand in front of the class when the teacher explained the material the teacher used monitor when explained the material. Next, the teacher came to the students who confused with the material to explain again in order they can understand the material. Here, the teacher try to build interaction to the students, in order students who confused can easier to understand the material by interaction. So, this time the teacher used two-way traffic interaction when she explained the material.

Next, the teachers make some groups discussion to discuss the material that they have got from the teacher explanation. At 11:00 the teacher asked to the each group to discuss about the material that they have learned. Discussion can work well because all of the students can cooperate with the teacher. The teacher monitoring by walked to each group and in this session there is interaction between student and students. Sometimes, when the student does not understand about something they ask to the teacher. So, here the researcher found that optimal interaction pattern is happened in this session. After doing discussion, the teacher asked to each group to represent one of the members of the group to present what they get in the discussion. It happened at

11:20 and in this time there is one interaction pattern, it is two-way

traffic interaction.

c. **The Third Observation, Tuesday, 22nd January 2015, 10:30-11:30 am, A Class**

Table 4.3

The Patterns of Teacher-Students Interaction that Teacher Used in the Class

Time	Teacher-students interaction pattern	Activity	Topic
10:30 am	**Two-way traffic interaction. (prw activity)**	**T:** Teacher makes greeting and checking student attendance. **S:** Students response by raise their hand when teacher called their name.	The topic is about "Listen music and Retell what the music about"
10:45 am	**One-way interaction. (while activity)**	**T:** Teacher start the material with explained the material. **S:** Students do not response with the material that teacher was explained.	
10:50 am	**Two-way traffic interaction. (while activity)**	**T:** Teacher gives some examples about the material (Active and Passive sentence). **S:** Student who does not understand tried to ask some questions to the teacher. **T:** Teacher answer about students question, in order they understand about the material.	
11:00 am	**Two-way traffic interaction. (while activity)**	**T:** Teacher wrote some assessments in the whiteboard and the students should do it in their book.	

		S: Students response by wrote and doing the assessments.
11:20 am	**Two-way traffic interaction.** **(while activity)**	**T:** Teacher corrected the students work together with students. **S:** Students response what the teacher said.
11:35 am	**Two-way traffic interaction.** **(post activity)**	**T:** Teacher give homework to the students before closed the material. **S:** Students wrote what the teacher wrote in the whiteboard.
11:40 am	**Two-way traffic interaction.** **(post activity)**	**T:** Teacher closed the material and say good bye. **S:** Students can response what the teacher said.

In this observation session, the researcher observed in the A class again like in the first observation. As like usual before the researcher doing the observation, the researcher saw the preparation of the teacher. In this observation the teacher will teach structure class about active and passive sentence. At (10:30) in the pre activitythe teacher came in the classroom, and started the material bysome greetings and checkingstudents attendance. After that, the teacher came to the students to ask the question about short active sentence. In addition, the students can answer what the teacher question. In this session there was two-way traffic interaction, because of the students can response and give feedback what the teacher said.

At (10:45) in the while activity teacher started the class by explained the role of passive and active sentences. The students did not give attention to the teacher, they prefer to talked to others. In this class was crowded class, not different with the first observation. In this class most of students did not care with explanation of the teacher. At (10:50) in the while activity the teacher tried to make some interactions to the students in order they can pay attention more to the teacher. The teacher gives example in the whiteboard and sometimes asked to the students about the role

of passive and active sentences. Sometimes the teacher walked to the back and makes interaction with students who set in the back.

Next, the teacher came again in front of the class and making interaction with students by choosing some students to make an example about passive and active sentences. The class was be active class because some students who choosing of the teacher came in front and make some sentences about passive and active sentences in the whiteboard. At (11:50) in the while activity after the teacher knew their understanding about the material. The teacher makes some sentences in the whiteboard and the students should chance from active to the passive. Students can response what the teacher asked. Here, two-way traffic interaction was happened. Some students who did not understand what they should do, raise their hand and asked some questions to the teacher.

They do the assessment until 20 minutes, at (11:20) in the while activity the students finished do the assessment. After that, the teacher corrected the answer of the students answer together with students. Here, two-way traffic interaction used by the teacher. Because while correct the assessment, sometimes the students asked about the role of active and passive sentences.

At (11:35) in the post activity the teacher give homework to the students before closed the material. The teacher wrote that

homework in the whiteboard, the students copied it in their book. At (11:40) in the post activity the teacher closed the class by remind the students about their homework and say good bye. The student response what the teacher doing.

d. The Fourth Observation, Monday, 26ᵗʰ January 2015, 10:00-11:30 am, B Class

Table 4.4

The Patterns of Teacher-Students Interaction that Teacher Used in the Class.

Time	Teacher-students interaction patterns	Activity	Topic
10:05 am	Two-way traffic interaction. (pre activity)	**T:** Teacher makes some greetings and checking student attendance. **S:** Students response what the teacher said by raise their hand	The topic is about "Listen music and Retell what the music about"
10:20 am	Two-way traffic interaction. (pre activity)	**T:** Teacher doing warming up to make students more interest by using music. **S:** Students can cooperate with the teacher.	
10:35 am	Two-way traffic interaction. (while activity)	**T:** Teacher explained the material. **S:** Students pay attention more to the teacher	
10:40 am	One-way traffic interaction. (while activity)	**T:** Teacher makes interaction to the students by asked something about the material. **S:** Students can answer and response what the teacher question.	
10:55 am	Optimal interaction pattern. (while activity)	**T:** Teacher defied students in some groups, and discussion about the material using a song. **S:** Students listen that song and discuss with their friends.	
11:25 am	Two-way traffic	**T:** Teacher asked to the each group to makes it	

	interaction. **(while activity)**	homework. Because the time is up. **S:** Students feels happy and response what the teacher said.
11:30 am	**Two-way traffic interaction.** **(post activity)**	**T:** Teacher closed the material and said good bye to the students. **S:** Students response what the teacher said.

This the observation session that the researcher doing to answer the first research questions. The researcher observe in B class, in this meeting the teacher same with the second meeting. In this observation the researcher take a note all of the teacher activities in the classroom. The material that will be explained in this observation is about listening and speaking. At (10:05) in the pre activity the teacher came in the classroom and makes some greetings and checking students attendance. Students can response what the teacher said. The teacher started the material with playing music, the teacher used a ball as a media. The ball will be walked until the music stop, then the lucky one who catch the ball when the music stop will get a question from the teacher, and the student must answer the question. Based on interview session this game can make student active in the classroom.

After the game finished, at (10:35) in the while activity the teacher start the material by explained the material. While the teacher explained the material sometimes the teacher asked some question about the material. The teacher check their understanding about how to retell well, it can make student not bored. At 10:40 the teacher makes a discussion with the students about the material. Those activities show that teacher prefer used two-way traffic interaction than others.

At (10:55) in the while activity teacher defied students in to 5 groups and make discussion with the groups. In this session, the activity can work well. Here, there was interaction between teacher and studens after that in the discussion there was interaction between student and student. Here, we can call it optimal interaction pattern, in this pattern the teacher make interaction with student and student with student. This pattern usually used in grouping or activity that needed discussion.

The time is up at (11:25) in the while activity, but the students have finished the activity yet. So, the teacher asked to the students to make this activity as homework. At (11:30) in the post activity two-way traffic interaction was happened when teacher will close the material. The teachers remind about their homework and there are some students who asked some questions about homework.

e. The Fifth Observation, Wednesday, 28th January 2015, 10:30-11:30 am, A Class

Table 4.5

The Patterns of Teacher-Students Interaction that Teacher Used in the Class.

Time	Teacher-students interaction patterns	Activity	Topic
10:30 am	Two-way traffic interaction. (pre activity)	**T:**Teacher makes some greetings to the students and checking student attendance. **S:** Students can response what the teacher said by raise their hand.	The topic is about "Active and Passive Sentences"
10:45 am	one-way traffic interaction. (while activity)	**T:**Teacher checking student homework. **S:** Students collected their homework.	
11:10 am	Two-way traffic interaction. (while activity)	**T:** teacher discuss about student homework together with the students. **S:** Students response what the teacher asked.	
11:25 am	Two-way traffic interaction. (post activity)	**T:** Teacher asked to the students to makes some sentences about active and passive sentences, because time is up. **S:** Students response what the teacher asked.	
11:35 am	Two-way traffic interaction. (post activity)	**T:** Teacher closed the material by gives student homework to make sentences about active and passive sentences and say good bye to the students. **S:** Students can response what the teacher asked.	

Based on the table, the researcher found that teacher mostly used two-way traffic interaction when she teaches, from the first observation until the third observation. In this session, there was no something special because in this session the teacher only checked the student homework and corrected together. The material was the same of the previous observation. At (10:30) in the pre activity the teacher came to the classroom and makes some greetings to the students while checking student attendance. At this time, the teacher used two-way traffic interaction. Because when the teacher called the students one by one they can response by raise their hand.

Next, at (10:45) in the while activity the teacher asked to the students to collected their homework. After collected the homework, teacher tried to discuss about the homework with the students. In this session, the teacher tried to make students active in the class. The teacher wrote the assessment that as student homework and tried to answer together. Here, there was two-way traffic interaction happened. Because the students can answer about the teacher's question. Sometimes teacher asked to the students to answer the question that teacher have write in the whiteboard. This activity happened until at (11:25) in the while activity, because in this session the teacher only tough in an hour. At this time the

teacher asked to the students to make some sentences about active and passive sentences as their homework next week. At (11:30) in the post activity teacher will closed the material. In this session, there was two-way traffic interaction happened. Some of students asked some questions to the teacher about their homework before the teacher closed the material.

f. The Sixth Observation, Tuesday, 29ᵗʰ January 2015, 10:00-11:30 am, B Class

Table 4.6

The Patterns of Teacher-Students Interaction that Teacher Used in the Class.

Time	Teacher-students interaction pattern	Activity	Topic
10:00 am	**Two-way traffic interaction. (pre activity)**	**T:** Teacher came to the class and makes some greetings to the students and checking student attendance. **S:** Students response to the teacher.	The topic is about "Listen music and Retell what the music about"
10:20 am	**Two-way traffic interaction. (pre activity)**	**T:** Teacher makes warming up while checking students understanding about the last material that they have learned. **S:** Students can answer the teacher question.	
10:50 am	**Two-way traffic interaction. (while activity)**	**T:** Teacher asked to the students to discuss about the material last week and asked to the each groups to present the result of discussion last week. **S:** Students chooses someone in each group to present the result of discussion.	
11:15 am	**Optimal interaction pattern. (while activity)**	**T:** Teacher asked another group listen the explanation by another group and make a question to the group who explained. **S:** Student asked question to another student and sometimes they asked to the teacher.	
11:35 am	**Two-way traffic**	**T:** Discussion has done, the teacher gives some	

	interaction. **(while activity)**	motivates to the students in order all of the students can speak up in discussion activity. **S:** Students response and give feedback to the teacher.
11:45 am	**Two-way traffic interaction.** **(post activity)**	**T:** teacher closed the material and say good bye to the students. **S:** Students response to the teacher.

This is the last observation at B class, in this session have the same material with previous observation. In this observation the teacher came to the classroom at (10:00) in the pre activity, than makes some greetings to the students and checking student attendance. As like usual, in this session two-way traffic interaction happened. Teacher called student name one by one, they can response what the teacher said by raise their hand when teacher called their name. Pre activity happened until (10:20), in this time the teacher gives students warming up to build their spirit before teaching and learning process. Teacher throws the ball to the lucky students. The lucky students must answer the teacher question, the question are from the material last week. Based on interview session this game hopefully the students can remember the material that they have learned last week.

At (10:50) in the while activity teacher asked to the students about their homework, last week the teacher asked to the students to discuss about the material with their group. Last week they did not have enough time to do it. So, the activity last week continued on today. Teacher asked to the students to continue the discussion. After that, each group should represent the member of the group to present the result of discussion. Here, there was student-student interaction pattern. Because in this activity the

teacher only monitoring students discussion. This activity happened until (11:15) in the while activity, in this time the teacher asked to the each group to explained the result of discussion. Another group should listen and make some questions to the group who explained. So, in this activity there was an optimal interaction. Because of this interaction happened between teacher-student-student.

At (11:35) in the while activity teacher gives motivation to the students, the teacher want, if there was discussion activity all of students can join and can speak up. The student response what the teacher said. At (11:45) in the post activity the time is up, teacher will closed the material with some motivations and say good bye to the students. Students received the teacher motivation happily.

1. The Advantages and Disadvantages of Using Teacher-Students Interaction Patterns in the Class

    a. The result of interviewer teacher A class

Table 4.7

No.	Teacher-Students Interaction Pattern that teacher used	Advantages	Disadvantages
1.	**One-way traffic interaction pattern**	This pattern actually does not have advantages, because the teacher said "This pattern it can make class not effective, because the students prefer talk to others than pay attention to the teacher or material".	a. Students can't speak up. b. Students fell that English is not important. c. Students difficult to catch the material. d. Teacher fell failed in teaching and learning process. e. Teacher difficult to conduct the classroom.
2.	**Two-way traffic interaction pattern**	a. Students more interact in teaching and learning process. b. Students more motivate to speak up. c. Students easier to understand. d. Teacher easier to conduct the class activity. e. Teacher easier to teach	a. Student who can't speak in English fell jalousie with students who can speak English. b. Students who answer the teacher question always the same students.

when used Two-way traffic interaction pattern.

f. Teacher easier to know strong students and low students.

g. Teacher can build a good relationship with the students.

| 3. | Optimal interaction pattern | a. Students can speak up.
b. Students more motivate.
c. Students easier to catch the material.
d. Students more cooperate with their friends.
e. Teacher easier when teaching.
f. Teacher easier to explained the material. | actually there is no disadvantages of this pattern, the teacher said that "there is no disadvantages of this pattern, because in this pattern the students can share with others and with teacher". |

Based on the table, teacher A used three patterns of teacher-students interaction when teaching and learning process. But, the teacher prefer used two-way teacher interaction pattern when she teaches. The teacher said "two-way traffic interaction pattern can help her to make students pay attention more and easier to understand about the material". In one until third observations, the teacher almost used two-way traffic interaction pattern in teaching and learning activities.

b. The result of interviewer teacher B class

Table 4.8

No.	Teacher-students interaction patterns that teacher used in the class	Advantages	Disadvantages
1.	Two-way traffic interaction pattern	a. Students easier to understand the material. b. Students can speak up. c. Students more motivate to interact with the teacher. d. Students easier to catch the material. e. Students more interest to study. f. Students fell that the teacher cares with them. g. Teacher easier to entry in student world. h. Teacher easier to conduct the classroom. i. Teacher can make the students comfort in the class.	a. Sometime student fell that the teacher only cares with some students. b. Student who can't speaking well, they fell worried when teacher tried to make interaction with them.
2.	Interaction indicated by feedback for teacher	a. Students can give feedback to the teacher.	a. Students who give feedback

	and inter-student interaction pattern	**b.** Students more motivate to speak up. **c.** Students fell that we are there together. **d.** Teacher can build a good relationship with the students. **e.** Teacher can monitor the students by interaction.	are always the same students.
3.	**Optimal interaction pattern**	**a.** The students can share their felling with other students and also with the teacher. **b.** Students easier to understand the material. **c.** Students more motivate to speak. **d.** Teacher easier to monitor the student activities. **e.** Teacher easier to explained the material. **f.** Teacher know her activity failed or not.	**a.** Students who trouble maker or naughty usually can't cooperate if the teacher used this pattern. Because they prefer silent and they do not care with their group.
4.	**Students-student interaction pattern**	**a.** Students can interact well with others students. **b.** Students can share their felling with their friends. **c.** Students can speak up.	**a.** Students who can't speaking English well

d. Students easier to understand.

e. Teacher fell that teaching and learning process is success.

f. Teacher easier to monitor them.

g. Teacher easier to send the value of the material to the students.

prefer silent and listen to others.

From the interview session, the researcher can conclude that. When teaching and learning process, B class teacher used four patterns. Those are two-way interaction pattern, interaction indicated by feedback for teacher and inter-students interaction, optimal interaction, and the researcher found that the teacher also used student-student interaction pattern. As we possible know, in Lindgren theory there is no student-student interaction. So, the researcher found one pattern that there is no in the theory. But, the teacher almost used two-way traffic interaction when she teaches. As the researcher explained on the table, there are some advantages and disadvantages in each pattern.

B. Discussion

To have the same interpretation between the readers and the researcher toward the finding above, this part discuss those findings by reflecting on some theories related for each following problems:

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1. **The Patterns of Teacher-Students Interaction that Teacher Used in the Class**

Based on the findings, the researcher found that there are three pattern that teacher almost used in the class when teaching and learning process. The most by teacher A and B id two-way traffic interaction pattern, the secondly is optimal interaction pattern, and the third is student-student interaction pattern.

The researcher found that, both of teacher tried to make classroom effectives. Skinner states that one of the functions of teacher-students interaction pattern is to make classroom or teaching and learning process effective.[1] Because with interaction teacher can stimulates the students in order they can speak up and they can active in the class.

Both of teachers prefer used two-way traffic interaction pattern, because in this pattern the teacher get response of the students when the teacher make interaction with the students. Based on Wajnryb states that in two-way traffic interaction, the teacher tends to dominate the class when the students to be passive or act as listeners, where's in the later, students are involved in responding and a chance of speak, so that an interaction between teacher and students to speak can occur.[2]

According to Lindgren, there are four variations of teacher-students interaction: (1) one way-way traffic interaction which is indicated by non-response from the students, (2) two-way traffic interaction which is indicated

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[1] B. F. Skinner. *"Verbal Behavior"*. (New York: Appleton-Century-Crofts. 1957). 67
[2] R. Wajnryb. *"Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers"*. (Cambridge: Cambridge University Press. *1992*). 34

by feedback for the teacher, (3) the interaction indicated by feedback for teacher and inter-students interaction, and (4) optimal interaction pattern.

Figure 4.1   Figure 4.2

(One-way traffic interaction)   (Two-way traffic interaction)

1)   T   2)   T

          S   S   S   S   S

Figure 4.3

(Optimal interaction)

4)   T

    S   S   →   S[3]   S

From those theories, the researcher was doing the observation to answer the first questions. And, the results of the observation are.

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[3]H.C Lindgren. " *Educational Psychology in the Classroom*" . (New York: John Wiley and Soons, Inc. 1981). 34

From the research findings, actually there are five teacher-students interaction pattern that teacher used when interaction to the students. Four of those based on the theory and one of those the researcher found in the observation session. The researcher found there is student-student interaction pattern in B class when teaching and learning process. According to Khulaifiyah states that classroom interaction can also be in the form of student-student interaction.[4] It is believed that student-student interaction is more conducive and gives more chance especially for students to practice the target pedagogic. Student-student interaction can increase the student self-reliance and confidence and participation in communication.

2. **The Advantages and Disadvantages of Using Teacher-Students Interaction Patterns in the Class**

Based on the interview session, the researcher found that there are advantages and disadvantages of using teacher-students interaction patterns in the class.

1. One-way interaction pattern

This pattern actually there is no advantages, because in the interview session the teacher said that this pattern make students difficult to understand the material because they prefer talked to others than pay attention to the teacher. Based on Wajnryb states that teacher-students interaction in the class it can facilitates teaching and learning process to achieve their objectives.[5] If there is no interaction between teacher and students it can make students difficult to understand the students understanding about the material.

2. Two-way traffic interaction pattern

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[4] Khulaifiyah. *"Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik"*. (Malang: University of Malang. 2007). 30

[5] R. Wajnryb. *"Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers"*. (Cambridge: Cambridge University Press. 1992). 45

In this interaction pattern, the students can active in the classroom activity. They can cooperate with the students. It can help the teacher in order to know the students who understand with the material or no. in addition, with this interaction pattern the students can easier to understand and can practice speak English. Based on the Skinner states that the function of interaction can also the response given by an addressee to an addressor. When there is response of the students to the teacher it call the teaching and learning process success.[6] But, two-way traffic interaction also gives disadvantages to the students. Usually the students who answer the teacher question always the same students. It can build a bad relationship to the students who can't speak English well.

3. Optimal interaction patterns

This is a good interaction pattern, because the researcher found based on interview session that in this pattern the teacher can make students more motivate to speak up. Because of in this pattern the students can share their felling with other friends. This pattern usually used in group activity or discussion activities. According to Khulaifiyah states this pattern can make teacher easier to analyze the students class work, group work, and pair work activities.[7] Beside of, in this pattern students can share with others about the material. But, in this pattern students who can't speak English well they prefer silent and just listen to others.

4. Student-student interaction pattern

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[6] B. F. Skinner. *"Verbal Behavior"*. (New York: Appleton-Century-Crofts. 1957). 37

[7] Khulaifiyah. *"Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik"*. (Malang: University of Malang. 2007). 31

In observation session, the researcher found there is an interaction pattern that different with the theory. In this pattern the students can practice with others, and they can discuss with others about the material. It can help the students easier to understand the material and easier to catch the material. It is very good for students because Khulaifiyah states that student-student interaction pattern can increase the student self-reliance, confidence, and participation in communication.[8] So, this pattern can help the teacher to monitor students when group work or pair works.

Those are the advantages and disadvantages of using teacher-students interaction patternsthat appeared during research which was hold by the researcher. Hopefully, this result can build a positive relationship between the teacher and the students, and can make the teacher easier to conduct the classroom.

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[8] Khulaifiyah. *"Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik".* (Malang: University of Malang. 2007). 30