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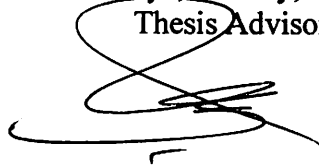
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Classroom is a place where a communicative event which has some special characteristics. In this case, Stubb asserts that language in the classroom is a form of communication from various perspectives, pedagogical, communicative and social.¹ Language is the communication way with others. In this modern era, many people consider that English is very important in our life. People use English as a tool of communication between native and non native speaker. In Indonesia, English is a foreign language for Indonesian students. It is taught from the kindergarten until university. In learning foreign language, students should master the four skills of English; those are speaking, reading, writing and listening. Hence the teacher needs more strategies in teaching and practice. As pedagogical activities, all of the activities in the classroom are oriented to one purpose that is pedagogical purpose achievement. The pedagogical purposes are to develop cognitive, affective and psychomotor aspects.

To achieve pedagogical purpose, there is an interaction in the classroom between teacher and students and also between students. Hence classroom can be looked from communicative event. Actually, every teaching-learning process aims at reaching out the improvement in learning achievement. So many teachers do teaching learning

¹ Michael stubbs. *Discourse analysis*. (Chicago : the university of Chicago press, 1983), p.

interaction in the classroom. In this case, a common problem in English class is the teacher's role which tends to be dominated than the students, so students only pay attention and listen to the information and are also often unresponsive. In addition, the teachers sometimes interact with some students in the class more frequently than with others. Those problems are not appropriate for interaction during teaching-learning process, because students are a subject of learning, so the participation of both the teacher as educator and students as the learners is needed. In other words, in teaching learning activity, teacher and students need to be involved. Hence, teachers need to be able to manage their interaction with the class in a way which allow all students an equal opportunities to participate and learners also need to learn how they are expected to interact in the classroom. To manage the interaction in the classroom, the teachers need to have abilities and strategies in improving teacher-student active interaction in English teaching such as designing program, subject mastery, competent on using media and choosing from a wide variety of materials, understanding on using method and technique in English teaching and also creating conducive classroom climate. To reach the optimal result of teaching, firstly the teacher need to be able to identify and to determine the specification and the qualification of result that must be achieved, secondly the teacher should considering and choosing the appropriate approach, thirdly the teacher should considering and determining a wide variety of technique are viable for lesson, and also determining the criterion that should be used to achieve the result.

In education, many strategies have been conducted in the classroom. Some of them are conducted by using meaningful drill. This research show that students should comprehend the material in communication activity and give respond based on their own comprehension. However, there still has been no thesis that indicates that successful as expected. That is why the researcher is interested in studying this. Because it is important to know how the strategy can improve interaction in the classroom, heighten attention and motivation to the students so that interaction between teacher and students can be balance. So the teacher's role as an initiator of interaction does not tend to be dominant than students and pedagogical purpose can be achieved.

Based on the previous research above, this study will continue the research that was done by previous researcher. Because the result all of the research indicated that the students respond based on the teacher's instruction or question in the process of teaching English still not as expected. For example the students talk in responding the teacher talk with the specific answer, answer with yes or no or just nod or shake their head. So the researcher can conclude that the interaction between teacher and students and also between students and teacher still can not improve as expected. So through this study, the researcher wants to know more about strategies in improving active teacher-students interaction in the English classes of SMPN 1 Mojosari. The researcher chooses Junior High School because the students are fresh graduated from Elementary School and they have a great spirit in new environment and also the

- Chapter 2** : In this chapter, it is important to describe the review of related literature to find the theories that could be the foundation of this study and in order to give a relevant knowledge in the field.
- Chapter 3** : This chapter describes the steps of the research. It describes the research design, source of data, the subject of study, the data of study, research instrument, data collection technique, and data analysis.
- Chapter 4** : This chapter presents the result of the research which is intended to answer the problems of the study that are mentioned in the first chapter and also the discussion that was conducted by researcher.
- Chapter 5** : This chapter is about conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Language, Learning and Teaching.

Language is the communication way with others. Communication means the ability to understand and to transfer the information, messages, thought, and feeling. In this modern era, English is very important in our life. Because English language is a tool use for communicate between native and non native speaker. In Indonesia, English is taken as the foreign language. It is thought from the kindergarten until university.

Learning a second language is a long and complex undertaking. It is not a set of easy steps that can be programmed in a quick. We need more strategies in teaching and practice. Learning is normally considered to be a conscious process which consists of committing to memory of information relevant to what is being learned. A search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.⁶ So that total commitment, total involvement, a total physical, intellectual and emotional response are necessary send and receive messages in a second language.

In teaching learning process, the teacher have an important position to show or helping someone to learn how to do something, giving instructions, guiding in the

⁶ H Douglas Brown, *fifth edition. Teaching by principles of language learning and teaching*, (New York : pearson education,2007), p. 7.

that stimulate students to be more active in the class, such as creating positive classroom climate, questioning, variation on interaction, and also variation on using media that support during the creation of active interaction. So through this research, the researcher wants to know the effect of teacher strategy on interaction. The researcher hopes this study can give the important information about the strategies in improving teacher-students active interaction in the class and also the problem faced by the teacher during the creation of active interaction. So the teacher and the next researcher can solve the problem and find new ways to make the students more active in the classroom. In addition, after knowing the effect of teacher's strategies on interaction, the researcher hopes that the teacher will be able to design and improve more appropriate strategies to motivate students to be more active in their next teaching, so that problems occurring in the learning process can be minimized.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

To answer the question stated in the statements of problem, the researcher uses descriptive and quantitative research design. Descriptive research design is intended to make description and interpretation about the phenomena in the field without giving treatment.²⁰ The use of quantitative approach will be only aimed to determine the effect of strategies on interaction in English class.

B. Source of Data

In this study, the source of data is English teacher who teaches English skill and the second year students in SMPN 1 Mojosari. The choice of SMPN 1 Mojosari as the source of data is made under consideration that SMPN 1 Mojosari is one of the best schools which have best student's achievement for many years in Mojokerto; and this place is near from the researcher house. The second year students are chosen by researcher based on the final examination result in the first grade of SMPN 1 Mojosari.

²⁰ Sumanto. *Metodologi penelitian social dan pendidikan*. (yogyakarta: Andi offset,1995), p.77.

CHAPTER IV

RESULT AND DISCUSSION

Before discussing the finding of the research, it would be better to know about the general description of the research subject.

A. General Description of SMPN 1 Mojosari.

SMPN 1 Mojosari was established in 1979. It is on jl. Pemuda no.56 Mojosari. The school which has 10.000 m² width with 7000 m² wide building becomes one of the favorite schools in Mojokerto that was successful in reaching of academic achievement especially for National Examination Score. To keep the achievement, Drs. H. Sudianto as the Head Master of SMPN 1 Mojosari who is helped by 54 teachers and 14 staffs make serious effort continuously in increasing the quality of student's achievement in many ways. Such as completing the reference, building the better facility of library and school environment, increasing the quality of teachers through holding seminar, workshop, and also completing other facilities which needed by the students and the teachers.

To keep the students' achievement, SMPN 1 Mojosari which has 762 students, determines and develops vision and mission. The vision of SMPN 1 Mojosari is superior achievement and competitive ability through management organization and

variation on interaction, and also positive classroom climate as the strategies in improving active teacher student interaction in the classroom. This kind of strategies seems usual to be applied in the classroom. Actually every student may have self option for the kind of interactional style they prefer in the classroom. But, the interaction patterns are the most commonly a product of choices the teacher which is appropriate with learning arrangement she set up within a lesson. To make the students active interaction and to avoid boredom and also make class situation more alive in the class, the teacher uses variation on interaction and questioning during the process of teaching and learning; and it is depending on the kind of lesson they are teaching. In addition the objective of using variation on interaction can provide variety of opportunity to the student for communicative interaction in the classroom. While the objective of using questioning is to make students participate in a lesson and also to check student understanding the lesson and etc.

During the observation take place, the researcher found that, in the first meeting, the teacher firstly used whole class teaching. In this session, the teacher guided all the students through learning task, such as the teacher described, explained the lesson then the teacher conducted a class discussion of recount text, questioning or eliciting the student' comments about it. There were 4 categories for verbal exchange during whole class teaching take place, these are:

a. Teacher Discourse → describing and explaining the material

- b. **Teacher Questions** → asking the procedure, content and the characteristic of language in lesson.
- c. **Teacher Response**→ accepting feeling of the class: admit or approve that students answer were correct, praise such as "good", clarifying student's response, using student's idea to elicit the correct answer.
- d. **Students' respond** → students respond to the teacher question.

When this system applied, it is found that only some of students willing to respond the teacher's question and participate in class while others did not respond to the teacher's question and just became passive, sat and only paid attention and also a little expression, gestures and verbal utterances. But if the teachers' questions, needed simple answer, all the students readily answer it. The finding was only about 30 % total of students interaction answer the teacher question while about 70 % of the classroom time was dominated by the teacher discourse or asking question. Picture 1 show the interaction when questioning took place.

After the whole class teaching, the teacher applied group work. All students divided themselves into four groups and then the students worked in group on learning task. Each group consisted of 7 or 8 students. Firstly the teacher distributed another example of recount text then asked the student to discuss and comprehend. In this way, the students looked collaborative enough, motivated interaction, and activated discussion in a group. They tended to be dominant than the teacher. But through the discussion took place, some students looked silent, passive, and joke and

12	3	3	3	3	3	3	3	2	2	2	27
13	3	3	3	4	3	3	3	1	2	4	29
14	3	3	3	4	3	3	3	1	2	3	28
15	3	4	2	3	3	3	3	1	3	3	28
16	3	4	2	3	3	4	3	1	3	3	29
17	3	4	2	3	2	3	3	1	3	2	26
18	3	4	2	3	2	3	3	1	3	3	27
19	3	2	3	3	3	3	3	2	2	2	26
20	3	3	3	3	3	3	3	2	2	3	28
21	3	3	2	4	3	3	2	1	2	3	26
22	3	3	2	4	3	4	3	3	2	3	30
23	3	3	2	4	3	4	3	1	2	3	28
24	3	3	2	4	2	3	4	1	3	2	27
25	3	2	2	3	3	2	3	2	3	3	26
26	3	3	2	3	3	3	3	2	2	3	27
27	3	3	2	4	3	2	2	2	2	3	26
28	3	3	3	3	3	3	3	2	3	3	29
29	3	4	3	3	3	4	4	2	2	3	31
30	3	3	2	3	3	3	4	2	3	3	29
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32	1	2	2	3	3	2	2	1	2	3	21
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34	4	3	2	3	3	4	4	1	2	3	29
35	3	3	2	3	3	3	2	1	2	2	24
36	2	2	2	3	3	3	3	2	1	3	24
37	3	3	3	3	3	3	3	2	3	3	29
38	3	2	2	3	3	2	2	1	2	3	23
39	3	3	2	3	3	3	3	1	2	3	26
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42	1	2	2	3	3	2	2	1	2	3	21
43	3	3	3	3	3	2	3	1	2	2	25
44	3	3	2	3	3	3	3	1	2	3	26
45	3	4	2	3	3	3	2	1	2	2	25
46	2	3	2	3	3	2	3	2	3	3	26
47	3	3	1	1	3	1	3	1	1	1	18
48	3	3	3	3	3	3	2	2	3	2	27
49	3	3	3	3	3	3	3	2	2	3	28
50	3	3	3	3	3	2	3	2	3	3	28

difficult to practice or to comprehend the English language. If the English learners lack of vocabulary, for example: if the teacher always uses English since the first day of entering the class, the students did not understand about what the teacher said. In addition, if the students did not understand the lesson, the target of learning can not be achieved whereas the teacher must finish the material of one semester in short time, it happen because time allocation in one semester is reduced for vocation, school activity, national examination and etc; so that the teacher must be on time in working to achieve all the target of teaching and learning. Beside that, the problem faced by the teacher during the teaching and learning process is about the material in student's guide. Sometimes student's guide which is found not provides enough information about the lesson, so it causes the teacher looking for the addition information in other source. Another problem faced during teaching and learning process is from the students itself. Some of students have belief that English is much more difficult to learn than other languages. Those learners' belief can influence their attitude toward the language itself as well as toward theirs motivation to learn English and also their perception about which aspect of English they find difficult, so they avoid the interaction with the teacher because they are afraid making mistakes when they speak in English and also sometimes they avoid the lesson. Hence, the teacher provides the strategies in improving active interaction in English class through creating positive classroom climate, questioning, variation on interaction and media.

But during the implementation of strategies, the teacher has some problems. Firstly, it was from the teacher herself and secondly, it was from the students.

Some problems faced by the teacher in English class are the difficulty creating active interaction during teaching and learning process. Those problems are not only from the teacher but also from the students too. When the teacher implement questioning strategy, actually not all the students give respond to the teacher questions, they tend to answer the teacher's question if the teacher call their names, and the other way students also rarely asked the teacher question. It is caused by student's ability itself. They have different cognitive style. It can be seen from how learners perceive, interact with, and respond to the learning environment. For example: if the student have high comprehension they are frequently active give respond and participate in the class, and just the opposite if the student have low memory and comprehension, they are frequently passive in the class. So if the students rarely give their respond or rarely asked the teacher question it will cause the teacher difficult enable to check student's comprehension so that it will influence the target of successful in teaching and learning process. It can be seen from the test score of each student.

In other side, the teacher realizes that those difference of students' cognitive style and also difference in student's personality will influence their attitude toward interaction in the class. It can be seen when the process of teaching and learning take place. Such as some students like to work independently, while others prefer working

in a group, or when solving problems, some students are willing to take risks without worrying about making a mistake while others try to avoid a situation. When the teacher suggests all the students should work individually on a task, and when the students are unclear about the teacher's rules or about the assignment, sometimes some of them do not know how and when to get assistance from their teacher, moreover they tend to be interested in talking to other classmates about their problem or assignment than in getting help from the teacher, and also not rarely they cheat each other and make the class situation noisy. These learners' behavior may be influenced by habitual factors or learners' personality. So it makes the teacher difficult to monitor what students are actually doing during individual work. In addition, the students who are taciturn and uninterested with the lesson, they tend to avoid learning situations by turning away from activities such as peer or group work. So consequently they tend to be less proficient in completing learning tasks. In addition, if the teacher uses the strategy of group work, some of the students seem difficult to be controlled, they move, make some noise or talk outside the topic of discussion and sometimes do not give attention. Whereas if the teacher uses whole class teaching or model teacher-students as the strategies, slower learners may be lost the lesson because whole class teaching assumes that all students can follow the lesson at the same pace. In addition, whole class does not provide the learners of opportunity for active student participation and only a small number of students in the class who interact with the teacher.

Those condition cause the teacher difficult to apply what actually the interaction pattern which is suitable for all students in the class.

The teachers also try to create active interaction in the classroom with creating positive classroom climate during teaching and learning process. But during the creation of positive classroom climate, the teacher has some problem such as the condition of one class is near with another classes so the students is difficulty concentrate during the teaching and learning process because the students' concentrate will disturbed when another classes was in uproar. In addition, the total of students that is big enough with difference of students' cognitive style and personality is not enable the teacher to make very close and interpersonal relationship to all students at each other; to help the students and solve their problem one by one; so the teacher only encourage and expect the learners to ask the teacher when they get problem about the lesson and also expect the learners knowing how and when to get assistance or feedback in completing a task because according to the teacher, she said that successful students is aware of when they needed to help as well as how to get it. Another strategies, is using media. But the teacher rarely use the media because she assumes that the students have difficulty when the student faced something new in lesson either from the media or the implementation of technique. It is caused by student's cognitive style too.

In short, difference of students' cognitive style is probably the first problem that learners face during teaching and learning interaction in English class. In addition,

their teaching, such as asking students to compare a response with their partner. Beside those three strategies, actually the media is the instrument that can activate motivation and stimulate the students' interest in studying English while the teacher in SMPN 1 Mojosari has opinion that the students have difficulty when they face something new in lesson either from the media or the implementation of technique.

From questionnaire score data that have been analyzed by using spearman rank it is proved that there is a significance between teacher's strategies and active interaction although only about 35.45 % but if the teacher increase the strategies, so the students interaction in the classroom will increase too.

From the explanation above, we can conclude that questioning, creating positive classroom climate and using variation on interaction is still a part of effective teaching strategies. Before implementing these teaching strategies, a teacher should recognize the student's cognitive style and personalities so the teacher can apply the strategies that accommodate students' personalities and cognitive style. After doing those all, a teacher should choose a suitable techniques and creating conducive classroom climate so the students are not readily to participate in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion.

Based on the research finding and discussion, it is concluded the English teacher implements questioning, creating positive classroom climate, and using variation on interaction in improving active interaction. The result is as follows:

1. The teacher implement questioning strategies such as using simple and clear question, leaving enough time the students to think about the answer, distributing question, giving previously information or translate into native language. During the process of teaching and learning process, the teacher implements interaction patterns such as whole class teaching and group work. While in creating positive classroom climate, the teacher performed the behaviors of caring, respect, build good rapport between teacher and students, and also create gratify and comfortable situation.
2. From the questionnaire score data that have been analyzed by using speanman rank, shows t_{hit} 5.134 and t_{tab} 2.0126 with significance level 5% it means that $t_{hit} > t_{tab}$ so there is significance between teacher's strategies and active interaction in the classroom. The strategies effect on active interaction is about 35.45 %.

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