TEACHER'S STRATEGIES IN IMPROVING TEACHER-STUDENTS ACTIVE INTERACTION IN ENGLISH TEACHING AT SMPN 1 MOJOSARI MOJOKERTO

Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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ABSTRACT

There are some problems faced by English teachers while conducting class activity. Most of the students are still passive and unresponsive or avoid interaction in English lesson. To solve this problem needs strategies. One of teaching strategies predicted to solve the problem are through creating positive classroom climate, questioning, variation on interaction and using media that support during the creation active interaction in English class.

This research is intended to answer three question: (1) how does the teacher implement strategies in creating teacher-students active interaction; (2) is there any effect of the teacher's strategies on active teacher and students interaction in English class; and (3) what are the problems faced by the teacher during the creation of active interaction. In order to answer those problems stated above, a descriptive quantitative was used in this study. The data of this study are: the teacher strategies in improving teacher—students active interaction, the effect of teacher's strategies on active interaction, and also the problems faced by the teacher during the creation of active interaction. Then the data were analyzed into two parts, descriptive and quantitative. The data about the effect of teacher's strategies on active interaction was analyzed by using speanman rank test. The data were elicited through non-participant observation, interview with the teacher and student's questionnaire.

The result shows that, first, the teacher implements 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. Second, from the questionnaire score data that have been analyzed by using speanman rank, shows thit 5.134 and tab 2.0126 with significance level 5% it means that thit > 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%. Third, the problem faced by the teacher during the creation of active interaction is about the difference of students' cognitive style and their personalities and also from the environment that is sometimes less support learning activity.

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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. 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 teachinglearning 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.

As communication process, teacher has three main roles in the classroom. The first, acting as facilitator of communicative process. The second, acting as participant, and the third, acting as an observer and learner.² Interaction can be affected by teacher lecture in the classroom; because teacher lecture is the important aspect to stimulate or to motivate students, to implement, to give instruction, and to control the activities in the classroom. In the communication process, Brown and Yule assert two basic language functions. These are the transactional function, which is primarily concerned with transfer of information and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.³

In those communication process, teacher's role as an initiator of interaction tends to be dominant than the students. But in other side, effective teaching requires that the teacher gives students plenty of opportunities to contribute and elaborate their own ideas and that he or she genuinely listens to what students say and attempts to consider the idea from students' perspective so that the teacher was encouraged to make students more active interaction in lesson. For example, in creating good classroom interaction, teacher need to create classroom climate such as teacher should make their students feel that the teacher is interested in them as individuals as well as students. The teacher also can show the teaching process enthusiastically, and it will make the students motivated.

³ Ibid, p. 27.

² David Nunan. Designing Task for the Communicative Classroom. (New york: Cambridge University Press, 1995), p. 87.

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

material that will be learned still easier than the material at Senior High School. In addition, although the students are fresh graduated and the material is still easier but in other side, they are still unstable and really love having fun on the time and dislikes something related on study or do the homework, so most of the students are less motivated in learning an object of the study and it is frequently so hard to control them. That is why the researcher is interested in studying this. Based on the phenomena above, the researcher choose SMPN 1 Mojosari as the target of research because this school is near from the researcher house, and one of best school and success of academic achievement especially for National Examination Score. So, it is no doubt that the teacher in this school has many kinds of strategies in improving active teacher-students interaction. Therefore, this study is focused on analyzing interaction in teacher to students and also students to teacher in SMPN 1 Mojosari.

B. Statement of Problem

Based on the background of the study above, the problem of this study concluded as follows:

- 1 How does the teacher implement strategies in creating teacher-student active interaction in English class?
- 2 Is there any effect of the teacher's strategies on active teacher and student's interaction in English class?

3 What are the problems faced by the teacher during the creation of active interaction in English teaching?

C. Objective of the Study

Related to the statement of the problem, the study has the following purposes:

- To describe how does the teacher implement strategies in creating teacher-student active interaction in English class.
- 2 To know the effect of the teacher's strategies on active teacher-student interaction in English class.
- 3 To describe what are the problems faced by the teacher during the creation of active interaction in English teaching.

D. Significance of the study

From the objective of the study, the researcher hopes that this research can share any important information about the strategies and the problem are faced by the teacher during the creation of active interaction so that the teacher can solve the problem and find new way to make the students more active in the classroom. After knowing the effect of strategies, the teacher can be highly motivated to explore the effective and appropriate strategies in improving teacher and students more active interaction in their next teaching and problems occurring in English class can be minimized.

E. Limitation of the Study

This study will be limited to describe: first, how the strategies of the teacher to build teacher-students interaction especially to create active class situation in English class. The writer will analyzing the teacher strategies to stimulate students' active interaction especially focus on basic strategies these are approach, method or technique are viable for lesson and the matter that will be discuss in this thesis is about creating positive classroom climate, questioning, variation on interaction and the use of media that support during the creation of active interaction. Second is the effect of teacher's strategies on interaction in English class. Third is the teacher's problem during the creation active interaction.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the meaning of terms in the study, the researcher will define the key term used in this research. It will be expected to give the same understanding and interpretation between the writer and the reader.

Those are:

1. Strategy is a plan designed for a particular purpose.⁴ Teacher's fundamental task is to get students to involve in learning activities that are likely to result in their achieving those outcomes. Strategy is a tactics used by the teacher to influence the students in goal achieving as effective and efficient during teaching and

⁴ AS Hornby, Oxford Advanced Learner's Dictionary. (Oxford: Oxford University Press, 1995), p.1179.

learning process. Because of this reason, teacher's strategy is one of the important ways to motivate students in learning, guiding them into creative thinking, solve their problem and also heighten the students' interaction in learning. So that the teacher need good strategy in creating active interaction in English class. So the students will be easier to get the goal of learning.

- 2. Interaction is the process referring to 'face-to-face' action. It can be either verbal, channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing etc. in another book, the meaning of interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other.⁵
- 3. Teacher-student active interaction is process referring mutual closely involved collaborative exchange of thought, information or idea through action and reaction either verbal or non-verbal and also attitude, mental and behavior among teacher and students during the activity in the classroom. In interaction process, the role of teacher is advisor, and facilitators while the students as a subject of learning and should be more active than teacher during teaching and learning process.

⁵ H Douglas Brown, third edition. Teaching by principles an interactive approach to language pedagofy. (New York: pearson education, 2007), p.212.

G. Variable

Variable is the factor which is measured, manipulated or selected by researcher to determine the relationship to an observed phenomenon. There are many type of variable but the most important for the vast majority of research method. These are:

1. Independent variable

Independent variable is the conditions that are presumed to affect a dependent variable. "Teacher's Strategies" in this research is included on independent variable. The indicators of teacher strategies are: creating positive classroom climate, using question, variation on interaction pattern, and using media.

2. Dependent Variable

Dependent variable is the factor which is observed and measured to determine the affect of the independent variable. In this research, "Active Interaction" is included dependent variable and the characteristic of active interaction are:

- a. Teacher and student's mutual active communication or active interaction either verbal or non-verbal
- b. There is motivation and self-confidence of students to interact in the class.
- c. Students brave and willing to talk, to ask question, to elaborate their idea.
- d. Teacher guide in learning.
- e. Teacher always giving motivation and help the students to solve their problem and etc.

H. Hypothesis

A hypothesis is a tentative statement that proposes a possible explanation to some phenomenon or to some problems of research. A formalized hypothesis contains two variables these are independent and dependent. Independent variable is teacher's strategies and dependent variable is active interaction. A useful hypothesis is a testable statement which may include a prediction. If the data are wrong, the hypothesis will be refused. While the data are true, the hypothesis will be accepted. The prediction of this study is concluded as follows:

- 1. Ha : There is an effect of Teacher's Strategies on Active Interaction.
- 2. Ho : There is no an effect of Teacher's Strategies on Active Interaction.

I. Thesis Structure

Thesis structures in this research are:

Chapter 1 : Chapter 1 consists of background of study where the writer explains the reason why she takes this title. Writer also states the problems of study, objective of study, significance of study, limitation of study, definition of key terms, variable and hypothesis and also thesis structure.

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. 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.

study of something, providing with knowledge, causing to know or understand. The success of education not only comes from students but also from the teacher. Breen and Candlin said that teacher has three main roles in the communicative classroom. First, he acts as facilitator, second, act as a participant and the third is to act as an observer and learner. Basically, teaching English as a foreign language is a described as a tried and tested way for people to see the world while a learning a living. Teaching is the guidance of learning experience. Teaching English always deal with the ability of speaking, listening, reading and writing, all of the skills are integrated and these skills can not be separated each others. Hence, the English teacher should create good strategy to teach and also create positive environment to make the student's enjoy with the lesson and minimize the problem of study.

B. The Component of Teaching and Learning

As the educative activity, there are several components of teaching and learning these are:

- 1. Aim: a plan, intend or to have as one's purpose those are affective, cognitive, and psychomotor.
- 2. The material: material is all about something used by the teachers.

7. David Nunan. Designing Task for the Communicative Classroom. (New york: Cambridge University Press, 1995), p. 87

- 3. Teaching and learning activity: the activity of teaching and learning is the core of education. All the component involved in this teaching learning activity.
- 4. Method: the way used to get the goal of learning.
- 5. Tool: tool is all about something used to get the goal of learning. E.g. picture, video, whiteboard and etc.
- Evaluation: evaluation refers to the act or process to determining the value of something.

C. Strategy

1. Definition of strategy

Strategy is a plan designed for a particular purpose. While according to Nana Sudjana in Ahmad Rohani⁸ strategy is a tactics used by the teacher to influence the students in goal achieving as effective and efficient during teaching and learning process. Teacher's strategies is one of the important way to motivate students to learn, guiding them into creative thinking, solve their problem and to improve active participation and interaction in teaching learning process. There are three kinds of strategies in the classroom based on approach and type of strategy, these are: teacher centered approach, students centered approach, and subject centered approach.

⁸ Ahmad Rohani, *Pengelolaan Pengajaran*. (Jakarta: PT Rineka Cipta, 2004), p.34.

In teaching and learning process, there are four basic of strategy, these are:

- a. Identify and determine the specification and the qualification of result that should be achieved.
- b. Considering and choosing the appropriate approach.
- c. Determining and choosing a wide the variety of technique, method and procedure are viable for lesson.
- d. Determining the criterion that should be used to achieved the result.

2. The elements of strategy

In improving active interaction, teachers need good strategy such as: choosing the appropriate approach, Method and technique. There are some approach that used in teaching one of them is social interaction approach. Social interaction approach is the approach that emphasizes the importance of interpersonal relationship and social relationship or individual relationship with their social environment. The essence of learning process is creating social relationship. It means the learners interact with their social environment and interact with their group fellow. Hence, to manage the interaction in the classroom, the teacher need to have ability and strategies in improving interaction in English class such as understanding on using method or technique and also creating conducive or positive classroom climate. Strategies or

⁹ Ahmad sabri, Strategi belajar Mengajar micro Teaching, (Jakarta: Quantum teaching, 2005), p. 14.

tactics in improving interaction can trough creating positive classroom climate, questioning, variation on interaction pattern and media.

a. Positive Classroom Climate

Classroom climate can be defined as the mood or atmosphere created by a teacher in his or her classroom, the way the teacher interacts with students, and the way the physical environment is set out. The classroom climate influences the student's achievement, their self-esteem and participation in the lesson. The most important aspect of classroom climate is the relationship between teacher and students. An effective classroom climate is one in which the teacher's authority to organize and manage the learning activities is accepted by the students, there is mutual respect and good rapport, and the atmosphere is one of purposefulness and confidence in learning. There are two aspects of an effective classroom climate: the organizational environment, meaning the physical or visual arrangement of the classroom. And the social environment, meaning interaction patterns the teacher promotes in the classroom.

Social environment: this refers to the interaction pattern. Positive classroom climate is provides mutual respect and good rapport. Rapport is the relationship between teacher and students. Good rapport can be show through:

- 1) Showing a genuine interest in each student's work
- Developing a relaxed and confident style that is not too formal, using humorous where appropriate.
- 3) Showing an interest in students as individual e.g : smiling, using eye contact and speaking one to one recognizing each student's individuality.
- 4) Valuing and respecting what student think and say.
- 5) Working with them as team, not against them.
- 6) Using variation of teaching style such as voice gesture e.g nodding, eye, contact, movements (teacher action zone), facial expression like eg. Smiling, focusing, pausing those behavior will increase communication between Teacher and Student, heighten student's attention, can use for giving stimulus and helping student's accept the lesson.

b. Questioning

Questioning is the activity in teaching and learning process used to promote student's active learning (thinking). Questioning can stimulate student's interest and arouse attention. The way in asking question to the class as a whole or group or individuals a question has influence not only to the students result but also to the classroom climate either social or emotional; it can help students to learn with their friend. Learning is related to provide all student have an equal opportunities to active participate respond in classroom conversation. So that, the way in

distributing attention or question is one of the important things in heighten interaction.

Significance of questioning:

- 1) To increase students attention and interest in lesson.
- 2) To improve students active in learning
- To stimulate students find out what they think by hearing what they say and asking question to someone.
- 4) To give chance to the students learn through discussion.
- 5) To initiate a chain reaction of student's interaction among themselves.
- 6) To know students comprehension.

Some effective strategies for using question in the classroom include:

1) word arranging

To help students give responses to teacher's question, the question should be arranged based on students development style and should be economic arrangement, clear and specific; because if the question are long-winded, the students will not understand; so briefer is better. The question must be clear, purposeful, brief and sequenced question (integrating them with previously) discussed material before moving to the next topic.

2) Leaving Enough Time for Students to Think about Answer

The increased wait time led to considerable improvement in responses, including better inference about the materials and more student initiated questions. The students will benefit considerably from having to think and construct responses.

3) Distributing Question

Asking the entire class a question makes all students in the class responsible for responding. Asking specific student a question can make other students less for responding but it can use for the student inattentive into lesson, to rarely respond when question or asked to the class as a whole. One strategy for giving students an equal chance to respond is check names off a class list as students respond. This way can use for minimize of monopolizing class time. So that it will enhance interaction during teaching and learning session.

4) Warmth and Enthusiasm

Warmth and enthusiasm that showed by the teacher can promote participation of students during lesson such as giving reinforcement either verbal or non verbal. E.g. good job, yes, or smiling, nodding and etc.

5) Prompting

Prompting is the way used by the teacher to prompt the students to give good and appropriate answer or used to help students who answer failed or less perfect answer. The teacher can used strategies such as:

- a) Rephrasing: the teacher can avoid difficult words for question.
- b) Reviewing: sometimes the teacher can give previously information because it can help students to answer the question
- c) Using simple question: for example: using student's experience.
- 6) Encourage students to ask question. Praise them for good question. Ask them 'how?' and 'why?' and encourage them to ask 'how?' and 'why?'

There are three kinds of strategies include:9

- Procedural question: procedural question include the opposed to the content of learning like classroom procedure, routines, and also classroom management.
- 2) Convergent question: Convergent question encourage similar student responses, or focus on a central theme. These responses are often short answers, like yes or no or short statement.

⁹ Richard, Jack. C and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (America: Cambridge University Press, 1995), p.186-187.

3) Divergent question: Divergent questions are the opposite of convergent question. They encourage diverse student responses. These responses are not short answer.

c. Variation on Interaction Pattern.

In the interaction pattern process, the element of teacher and students should be active. If the only one element dominates the process of teaching and learning, classroom interaction will not happen. Hence in teaching system, the students should be active than teacher and teacher only as advisor and facilitator. There are 3 communication patterns among teacher and students in the interaction process.

- 1) Communication as action (one way communication). Teacher as sender of action and students as receiver. Teacher is active and students are passive.
- Communication as interaction (two way communication). Among teacher and students active as sender and receiver, and dialogue between teacher and students will be happen.
- 3) Communication as transaction. Communication happens not only between teacher and students but also between students. Students should be active than teacher, such as the students can perform as source of learning for the other students.

Whereas, according to Drs. Moh. Uzer Usman, he assert interaction pattern as follows:

- 1) Model Teacher Students
- 2) Model Teacher Students Teacher
- 3) Model Teacher Student Student
- 4) Model Teacher Student, Students Teacher, Student Student
- 5) Model a circle. It means, all of students have an equal chance to give theirs opinion.

While according to Jack C. Richard and Charles Lockhart they divided interactional pattern into four kinds. ¹⁰ These are:

- 1) Whole class teaching. The teacher leads the whole class through a learning task like the teacher conduct a class discussion, asking question, and etc. successful whole class teaching involve decision about using other types of teaching in lesson to provide learners with a variety of opportunities for communication interaction although teacher can adopt whole class teaching to encourage more students participation.
- 2) Individual work. Each student works individually without interacting with teacher or their classmates. A number of characteristic of successful individual work these are: should be prepared, students should be given

¹⁰ Richard, Jack. C and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (America: Cambridge University Press, 1995), p.146-154.

- specific task with clear goals, task should be at the right level of difficulty, and student should know what to do when completing an activity.
- 3) Pair work: students work in pairs to complete a task. The following factors influence the nature of pair work task:
 - a) Information flow: both students need to have different information that they are required to share in order to solve a problem or complete a task.
 - b) Product focus: some kind of product, like, a list, a map, a completed diagram, or a chart will more motivating the students.
 - c) Choice of partner: many different kinds of pairings are possible: like, by mixed ability levels, or shared ability levels.
 - d) Role of partner: for example, for other task, one partner may serve as a peer tutor.
- 4) Group Work: students work in groups on learning task. Successful group work activity involves decisions about the following factors: group size should not too large, group activity need a goal, procedure, and a time frame, to accomplish them if they are to be focused roles of group member, roles decision need to be made concerning the different roles of group members.

From interaction pattern above, it can be concluded that there are several of interaction, from teacher dominate the activity to students stand alone the activity. This case, depend on teacher's ability in managing teaching learning interaction. The teacher must use variation interaction pattern to avoid boredom, and also

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make class situation more alive for students goal achieving or provide the

students variety of opportunities for communication interaction over the class.

e. Variation of Media

Every student has different sensory ability. There are students prefer to

listening then reading, or on the contrary, they prefer to reading then listening.

Hence by using variation of media, problems occurring in students sensory can be

minimized. In addition, media are intended to increase the learning outcome.

Media are instrument used in teaching English; they can activate of motivation

and stimulate the student's interest in studying English. There are 3 components

on using variation of media, these are:

1) Visual media: book, picture, realia, magazine, flashcard and etc.

2) Audio media: recording.

3) Audio visual: TV or film.

Function of the media usage

1) To help teacher and instructor manage instruction more effectively

2) Assist teacher to communicate more effectively

3) Can make interest the students and attract student's attention

4) Can make class situation more alive.

5) Encourage active participation

- 6) To help students learn more active effectively
- 7) Promote understanding and learning
- 8) Assist in the transfer of lesson
- 9) Heighten motivation for learning.

D. Interaction

1. Definition of interaction

Classrooms are social setting. Teaching and learning occur through social interaction between teacher and students. Interactions are the active ingredient in the classroom. Students and teachers interact with one another for a number of different reasons and on a continued basis throughout the school day. As there is usually only one teacher to respond to the needs of a number of students, their time and assistance is in great demand. Teachers are not expected to remember all the contacts they encounter with students, but need to be able to recall certain information (eg: the five students in the back row who did not answer a question during the lesson). The reason for needing to recall such information is that some students initiate less teacher contact and attention than others and without teachers making 'mental notes' about such students, they go unnoticed and become low-participants in classroom tasks and passive in the learning process.

Definition of Interaction is the process referring to 'face-to-face' action. It can be either verbal, channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing etc.

In Oxford dictionary, the meaning of interaction is (between somebody or something) to act have an effect on each other.¹¹

According to H Douglas Brown, interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other.¹²

While According to Abu Ahmadi and Suyadi in Syaiful Bahri Djamarah prefers to say that interaction is positive two way relationship between teacher and students which take place on education process.¹³

From the definition above, it can be concluded that interaction is process involved collaborative exchange of thought, information or idea through action and reaction either verbal or non-verbal and also attitude, mental and behavior among teacher and students during the activity in the classroom.

¹² H Douglas Brown, third edition. Teaching by principles an interactive approach to language pedagofy, (New York: pearson education, 2007), p.212.

AS Hornby, Oxford Advanced Learner's Dictiona,. (Oxford: Oxford University Press, 1995),

¹³ Syaiful Bahri Djamarah, Guru dan Anak Didik dalam Interaksi Edukatif,. (Jakarta: PT Rineka Cipta, 2005), p.11

Teacher student interactions have a huge impact on the success of students. Interaction involves communication in the classroom. We send message, we receive them, we interpret them in a context, we negotiate meaning, and we collaborate to accomplish certain purposes. Teacher have own ways to communicate the messages to the students in the classroom. In general, teachers communicate the messages by implementing interaction pattern in the form of verbal and non verbal. Both verbal and non verbal are always used concomitantly for making the students understand the messages. As pedagogical activities, the teacher has important position to bring the students to achieve the purpose of the studies hence, the teacher should create good strategies to motivate students more active interaction in the classroom. There are forms of communication in the classroom used by the teacher to stimulate students more active. These are verbal communication and nonverbal communication.

a. Word verbal communication

Theory of language is closely related to the concept of communicative competence. Language as a text or discourse and used by the group of people to communicate. Additionally, it considered that communication both oral and written as the process of creating and building up discourse. In the classroom, teacher discourse influence active interaction between teacher and student. Hence teacher needs to have ability or style to send their message. Teacher style is a dimension of classroom climate. Rubin in Strategies of Effective Teaching, describe of teaching style in the classroom:

- 1) Explanatory: the teacher is in command of the subjects matter and explains particular aspects of the lesson.
- 2) Inspiratory : the teacher is stimulating and exhibit emotional involvement in teaching.
- 3) Informative : the teacher presents information through verbal statements.

 The student is expected to listen and follow the instruction of the teacher.
- 4) Corrective : the teachers provide feedback to the students, analyzing the work, diagnosing for error and presenting corrective advice.
- 5) Interactive : through dialogue and questioning, the teacher facilitates the development of student' idea.
- 6) Programmatic: the teacher guides the students' activities and facilitates self instruction and independent learning.

According to the teaching style above, teacher has important role in the classroom. Those teaching style can used by the teacher in stimulating students more active.

b. Non verbal communication

Another form of communication which has significant impact on the classroom is nonverbal communication. The powerful nonverbal message is on communication feeling and emotion. Movement and gesture by hands, arms, legs and other parts of the body and face are the most influential types of nonverbal messages for example: smile, nod, thumb up and etc. One social scientist has

estimated that there are over 700,000 physical signs capable of stimulating meaning in another person, It means if the students understand with the meaning on nonverbal messages, this action will help the student' concentration and more giving respond to the teacher. For example:" ... if you are standing, and your eyes are constantly moving over the class, everyone feels involved your eyes help your student' concentration..."

2. Factor of interaction:

- a. Aim: Affective; cognitive; psychomotor.
- b. The material: ideally teaching materials should provide opportunities for such instruction in a variety of discourse modes ranging from planned to unplanned. The material should also stimulate learner interaction with the input rather than just passive reception of it. Ideally materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other word the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language.
- c. Teacher and students: most classrooms involve interaction between teachers and students like teacher asking question to which the students is expected to respond.
- d. The method of teaching English: the method should improve student's motivation to learn.

e. The atmosphere: atmosphere influences the student achievement, their self-esteem, and participation in the lesson.

3. Interactive Principles:

- a. Automaticity: learners are freed from keeping language in a controlled, and can more easily proceed to automatic.
- b. Intrinsic motivation: this kind of motivation comes automatically from the individual without any forcing from other people.
- c. Strategic investment: interaction requires the use of strategic language competence.
- d. Willingness to communicate: interaction requires an attitude on the part of the learner that say, "I want to reach out to others and communicate".
- e. Communicative competence: all aspects (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspect must work together for successful communication to take place.¹⁴

4. Role of The Interactive Teacher

The teacher role must be one that releases the students to try things for themselves. There are some of teacher role:

¹⁴ H Douglas Brown, third edition. Teaching by principles an interactive approach to language pedagofy. (New York: pearson education, 2007), p.213-214.

- a. The teacher as controller: Some control on teacher part is actually an important element of successfully carrying out interactive technique.
- b. The teacher as director: it is the teacher job to keep the process flowing smoothly and efficiently.
- c. The teacher as manager: teacher role not only as one who plans lesson, modules, and courses and who structures the larger, longer segments of classroom time but also allow each student to be creative within a lesson.
- d. The teacher as facilitator: the facilitating role requires that the teacher step away from the managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathway to success.
- e. The teacher as resource: The teachers are available for advice and counsel when the student seeks it.¹⁵

5. Criteria and Measurement on Active Interaction

Teaching is the synthesis of two activity these are teaching activity and learning activity. In teaching and learning process, there is interaction between teacher and students. The teachers have a role as advisor, controller, and also director while students as subject of learning. Interaction will be achieved if the students more active than teacher.

¹⁵ H Douglas Brown, third edition. Teaching by principles an interactive approach to language pedagofy. (New York: pearson education, 2007), p.214-215.

The characteristic of active student interaction in the classroom are:

- a. Learners doing assignments
- b. Participant and responsive either verbal or non-verbal (giving opinion, reaction and feeling, asking and answer the question).
- c. Motivation is high
- d. Pay attention to the teacher
- e. Students are involved in higher-order thinking.
- f. Active in group
- g. Students are interested and enthusiasm in lesson.
- h. Close relationship between students and teacher and etc..

Teacher Role as an Initiator of Interaction

Flanders gave some categories of foreign language interaction analysis and this helpful in developing interactive language teaching.¹⁶

- a. Accepts feeling: accepts and clarifies the students feeling.
- b. Praises or encourages: praise student's action that release tension, like: nodding head or saying Umm hm? Or go on are included.
- c. Accept and uses ideas of students: clarifying, building ideas suggested by a students.

¹⁶ Ned A. Flander, *Teacher influence pupil attitude and achievemen*, (Washigton DC: US government printing office, 1965), p.20

- d. Ask questions: asking a question about content or procedure with the intent that a student will answer.
- e. Lecturing: giving fact or opinion about content or procedure, expressing his ideas, asking rhetorical questions.
- f. Giving direction: direction, command, or order with which students are expected to comply
- g. Criticizing or justifying authority: statement intended to change student behavior from unacceptable to acceptable pattern bowling someone out stating why the teacher is doing what he is doing extreme self reference.

6 The Effect of Strategies on Active Interaction

a. Positive classroom climate

Effective teaching requires careful and reflective. Thought occur what a teacher is doing and the effect of his or her action on student's social and academic learning, include creating positive classroom climate. Classroom climate can be defined as the mood or atmosphere in the classroom. According to Ahmad Rohani the conducive – favorable situation is too determine and even becoming one of the indicator in producing educative interaction in teaching.¹⁷ This indicates that creating positive classroom climate is an important aspect of learning behavior and leaning outcome. In addition, positive classroom climate can establish mutual respect and good rapport between teacher and students.

¹⁷ Ahmad Rohani. Pengelolaan pengajaran. (Jakarta Rineka Cipta, 2004), p. 121.

b. Questioning

Using questioning strategies, is important to respond to each student's learning need while maintaining the group's interest and attention. It also is important to distribute participation widely while also retaining the enthusiasm of eager volunteers. An additional challenge is allowing students to contribute while still maintaining the focus on the lesson. It can be concluded that questioning have an effect on student's interaction. It can stimulate the students to be more active, to make students speak up during the process of teaching and learning.

c. Variation on interaction pattern

So many the teachers tend to be dominant and more active than students. So that the students less attention and interest to the learning activity. By using variation on interaction pattern, it can make students enthusiasm and teacher can minimized the boredom in the classroom. So that the students can active involve during teaching and learning interaction.

d. Variation on media

The effect of using media in the classroom setting could greatly enhance interaction and learning and assist shyer, more reserved students in becoming more involved. In addition, media can stimulate student's interest and active participant in the classroom. According to Brown that the function of media are saving the time, stimulating interest, encouraging student's participation, providing a review, helping students learn to communicate idea visually, and providing medium for individual or

group report and making a classroom dynamic, relevant and attractive. Based on the statement, in can be concluded that the media usage can support the interaction between teacher and student in the classroom.

E. Review of Related Literature

Many strategies have been conducted in the classroom interaction, some of them are conducted by Abdul Hamim¹⁸ and Jonathan Snell,¹⁹ the focus of theirs research is to try improve teacher-students interaction in the classroom. Because they have assumption that most of the students in the classroom are still passive and unresponsive to English lesson. Hence they attempted to explore this problem and sought to create a more interactive teacher-class interchange in the classroom. But to solve this problem, they have different points in their action research. For Abdul Hamim research, he tried to apply meaningful-drill as the strategy to improve teacher student interaction through class activities. He applied two cycles, on the first cycles the researcher indicate that still there is no significant but on the second cycles, after evaluating the results of the first cycle, the data findings indicated that using meaningful-drilled by the teacher, the students could comprehend or understand the material in communication activity and give response based their own

¹⁸ Abdul Hamim. 2008. *Improving Teacher-Student Interaction Using Meaningful-drill*, (online), (http://www.highbearn.com/doc/IGI-76770288.html retrieved on 16 january 2010)

Jonathan Snell. 1999. Improving Teacher-Student Interaction in the EFL classroom, (online), (http://iteslj.org/article/snell-interaction, retrieved on 14 january 2010)

comprehension. Whereas for Jonathan Snell research, focus on listening, when he observe the teacher-class, the teacher ask the student listened with theirs book closed, then with the books opened but when the teacher ask question the students are still not responsive. After that, teacher was devoted to pair work using role play dialogue and the students enjoy this and most tried to create their own dialogues. In this research shows that, the students needed to be prompted with eye contact and a repeated question from the teacher to answer a question, and when they did not understand something, they still did not interrupt the teacher with a question. But in other side, the progress definitely made is that the students interacted with the teacher by nodding; some answered the instructor's question, and two, on their own initiation, even asked question before the class.

Another research on classroom interaction is conducted by Nanik Rahayu.²⁰ The objective of this study is to describe the form of classroom interaction in the large class. In this research the writer used qualitative research. The result of this study indicated that the form of classroom interaction in the large classes was not the same at all the time. It depended on the classroom atmosphere, the teaching method and the material or syllabus being taught. Because if the method was monotonous, very formal and the teacher conducted the teaching strictly, many students were not active and feeling bored. They were afraid of expressing their idea, and their feeling in

²⁰ Nanik Rahayu.2006. A Descriptive Study on Classroom Interaction of English Teaching Learning Process, (online), (http://

digilib.uns.ac.id/abstrak_4243_A_Descriptive_Study_on_Classroom_interaction, retrieve on 10 january 2010)

joining the English class. Other research on classroom interaction is conducted by Winarti.²¹ She attempt to examine classroom interaction in the teaching of speaking. In this research the writer used descriptive. The result show that, firstly in stimulating the students to be more active during the process of teaching and learning, the teacher tends to ask some question, which is sometimes combined with the use of the native language and she often translates what she has talked about into the native language. Secondly, the student talk in responding the teacher talk with the specific answer appears more frequently. Thirdly, pattern of classroom interaction appears more frequently is the interaction between the teacher and students (T-S).

In conclusion, an action research conducted by Abdul Hamim indicates that teacher-student interaction in English classroom can be significantly improved by applying meaningful-drill technique. But the results of an action research by Jonathan Snell are not successful as expected. The research conducted by Winarti shows that the data on this research are the way the teacher stimulates the interaction in the classroom, students' responses based on the teacher talk, and also the pattern of interaction in the classroom.

Based on the previous research above, the researcher conclude that there is similarity in theirs research. They used the method as the strategy to improve interaction in the class. But the researcher concluded that, in improving interaction in the class is not only through the development of method. There are so many factors

²¹ Winarti.2009. A Classroom Interaction in the Teaching of Speaking, (online), (http://karya-ilmiyah.um.ac.id/.../673, retrieved on 10 january 2010)

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 METODHOLOGY

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.

C. The subjects of the study

The subjects of research are the second year students and the English teacher in SMPN 1 Mojosari. There are eight classes of the second grade: A up to H class. But the population of this study is only six classes who teach by Mrs. Florentina. The researcher only takes two classes as subject which is considered as the best and the middle among other classes. These are G class and H class. The number of students in every class is about thirty students. The researcher chooses best and middle class as the target of research because the students in both of classes belong to active class and represented population. While the choice of teacher as the target of this research, the researcher only focused on one teacher in order to make easier the researcher in collecting the data about the influence of strategy on interaction in the classroom and also the problems faced by the teacher during the creation of teacher-students active interaction.

D. The Data of Study

The data of study contain:

- 1. The teacher strategies in improving teacher-student active interaction. This data used to answer the question about how the teacher implements strategies.
- 2. The effect of the teacher's strategies on teacher-student active interaction in English class.

3. To answer the last question, the data is about the problems are faced by the teacher during the creation of active interaction in English class.

E. Data Collection Technique

To make the process of observation become easier, the researcher formulated the steps to collect the data systematically:

- 1. Observation: the first step is doing the observation. This is to give the researcher general description of the class. The researcher observed about the situation or the condition of interaction in English class, teacher and students' behavior and activity and also how the teacher implements strategies.
- 2. Interview: interview the next step done by the researcher in order to get the information about the problems faced by the teacher during the creation of active interaction and also to get more information to understand the data and in order to get adequate information which the complete can not be gotten from the observation and questionnaire.
- Questionnaire: the questionnaire is based on the number of the student. After getting the questionnaire back, the researcher summed percentage using certain formula.
- 4. Documentation: documentation is a technique used for collecting the data from non human resource, such as book, notes, magazine, and etc.²³ as the data collection technique, the researcher uses this technique to obtain the information

²³ Suharsimi Arikunto. *Prosedur penelitian*. (Jakarta: PT. Asdi Mahasatya, 2006), p. 158.

about the profile, the number of teachers, staff, students, and also vision and missions of SMPN 1 Mojosari..

F. Research Instrument

Research instrument is a means to collect the data. In this study, the researcher uses observation checklist, interview and questionnaire as instrument.

- Observation checklist: in the observation, the researcher observed the class during teaching and learning process. The data contain:
 - a. Teacher's strategies. It describes how teacher implement strategies and teachers' involvement during the teaching process.
 - Student's activities and behavior. It describes all the student's activities and behavior during the learning process.

The researcher uses systematic observation as one instrument of collecting data. Here, the researcher acts as the non-participant observer so the researcher observed the class during the teaching and learning process without affecting the object of study²⁵

- 2. Interview guide: interview is a dialogue with the interviewer and the informant²⁶ interview guide is the instrument used to get the information about:
 - a. The application of strategies in teaching learning process.
 - b. Teacher reason of using the strategies in teaching learning process.

²⁵ Sumanto. *Metodologi penelitian social dan pendidikan*. (yogyakarta: Andi offset, 1995), p.88

c. Teaching difficulties using the strategies during create active interaction in teaching learning process and etc.

The result of this data is used to complete the information for the question of the study state in first chapter.

3. Questionnaire: questionnaire is a medium of written questions used to get information dealing with the personal information. This instrument is used to get the information about the student's responses of teacher's strategies and the effect of teacher's strategies on students itself during the process of teaching and learning interaction. Arikunto divides interview into several type. One of them questionnaire according to its form. This type is divided into four, including multiple choices.²⁷ The researcher used multiple choices to avoid the confusion of the informant in answering the questionnaire.

G. Data analysis

After collecting the data, the researcher analyzes the data with the quantitative and descriptive method. Descriptive data means the finding all of the data, described as detail and then followed by theoretical discussion to look at the relevance condition and practices in the field with the theories of teaching technique. The writer analyzes the data gained through the interview, questionnaire and observation. The step is describing the data about the teacher's strategies in improving active interaction. The researcher gives the description of the data concerning the type of

²⁷ Ibid, p.152.

teacher's strategies and the problems faced by the teacher during the creation of active interaction in English class. While the quantitative data is about the effect of teacher's strategies on active interaction, the researcher uses inferential statistical non-parametric to know the effect of teacher's strategies on active interaction. The step is as follow:

1. Decide hypothesis:

Ho: $\rho = 0$ (there is no an effect of teacher's strategies on active interaction). Ho: $\rho \neq 0$ (there is an effect of teacher's strategies on active interaction).

- 2. Decide standard error α : 5 %
- 3. Decide statistical test

To know the effect of strategies, the researcher use Speanman Rank test

$$\rho = 1 - 6\sum_{n \in \mathbb{Z}} D^2$$

4. Decide test criteria: Ho rejected if thit > tab

Ho accepted if thit < trab

 Decide Coefficient Determination it means To know how far the effect of strategies on students

$$KD = \rho^2 \times 100 \%$$

6. Make conclusion

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

the creation of conducive environment, and also the effort of public projection in faith and piety. While the missions are:

- 1. Involving the teacher in workshop or training in order to get CTL skill.
- 2. Creating intensive and continuity guidance for students of IX class.
- Giving special guidance for intellectual students and creating extracurricular activities in art, culture, sport, and religions sectors.
- 4. Creating cooperation with entrepreneur is to do outbound learning activities in business practice sector.
- 5. Creating/involving trainings in journalistic and science.
- 6. Creating guidance to improve the use of English skill at school.
- Involving the committee and social personage in planning of school development.
- 8. Implementing monitoring continuously for problem solution of teaching learning process and financing.
- Creating social activities as physical and non physical either inside or outside of school environment.

They determine and develop those visions and missions in order to improve the quality of the students, the teachers and also all of the staffs of SMPN 1 Mojosari.

Hence they can create positive or conducive environment and the quality of students' achievement can be promoted either academic or non-academic.

B. Research Finding

From the first and second meeting, the researcher observed the interaction between teacher and student during the process of teaching and learning. The researcher observed a class of thirty students of G class by total of students 11 male and 19 female with the same quality of students' level ability. The atmosphere of the classroom is attractive enough, clean and tidy, well lighted, comfortable and also colorful. In addition, during the process of teaching and learning, actually the teacher often uses English language to communicate although sometimes still mix in Indonesian too. The teacher was an English teacher with eight years teaching experience at SMPN 1 Mojosari. During the observation period, the students were motivated and paid attention enough and also seemed quiet enjoy the class. The researcher observed the class with notice of the implementation of strategies and the students' interaction.

- 1. The Implementation Teacher's Strategies
- a. Variation on Interaction Pattern and Questioning

The finding of this research is analyzed based on the problems that are stated in the statements of the problem which include the teacher's strategies, the effect of the teacher's strategies and the problems faced by the teacher during the creation of active interaction in English teaching for the second year students at SMPN 1 Mojosari. Based on the observation and interview, there were three strategies used by the teacher in improving the active interaction. The teacher uses questioning,

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 \rightarrow 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

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there was no control from the teacher. The following few minutes, the teacher asked

question about the grammar point, and the content or procedure of recount text. The

interaction between teacher and students could be seen from the little questioning

between teacher and students as follows:

T: what kind of tenses?

S: simple past tense

T: ok, good.

T: ok now from the first paragraph, can you show me the topic sentence in this

paragraph?

S: (no response)

T: ok Dwi

S: the first sentence

T: how can it be the first sentence? Remember, I said the first sentence not

always the topic sentence in every paragraph, look again!

From the observation, the finding was only about 10 % totals of students who

participated or answered the teacher's question. There was no students asked

question, and just little of students become a volunteer to answer the teacher's

question. (see in picture 2).

It was not different from the first meeting. During the second meeting, the

researcher found that in this time, the teacher only used group work. The teacher

firstly explained the objective of the lesson and gave basic information about the

materials that would be learned by the students. The teacher then connected the last topic with the new topic. After that, the teacher divided the students into five groups and each group consisted of six students. The teacher then distributed the example of advertisement then explained activities to the students so that students did not continually as what should they did. The teacher then asked the students to discuss and comprehend the material with their friend. After that, the teachers elicited the students' comment with questioning. During the discussion process, the teacher talked about the content and grammar point and went to probe for comprehension. The interaction between teacher and students could be seen from the little following example:

T: is it, it refers to for?

S: answer in Indonesian language "kata ganti"

T: yah, refers to what?

S: the computer

T: the..? ..(silent).. what? The computer?

S : the guarantee

T: (give previously information). Ok now it refers to for? What?

S: (still no response)

T : (answer the question)

T: ok any question so far?

S: (no response)

T: is that clear for you?

S : yes..

From the observation, the student looked answer most of the teacher's question with alacrity and enthusiasm. It could be seen from the finding that indicated the students' interaction or participation in questioning improved than before. Total of student participation during questioning took place was about 50% (see picture 3)

During the observation in the first and second meeting, the teacher always used strategies in questioning such as first, giving clear and simple question. Second was always leaving enough time for the student to think about the answer. In addition, in order to promote active interaction, when questioning session took place, the teacher always distributed a question to the whole class so that all the students had an equal opportunity to answer the question. While if the students did not response the teacher question, the teacher always translate into native language or giving previously information or sometimes she called the students' names to answer the question, and if the students was still passive, or did not give their response, the teacher gave solution about the correct answer.

During the observation the researcher found that, in the process of questioning, the teacher often used the question with the short answer. Such as "yes or no" or short statement or recall previously information. Another was question for checking such as about the assignment, had been finished or about the instruction was clear or not and etc.

b. Creating Positive Classroom Climate

Beside those strategies, the teacher created positive classroom climate too in improving active interaction in English class. The objective of this strategy was to create the class situation more comfortable to study, so the student could enjoy the class and willing to talk or participation in English class.

Related to the research problem number one, the result of this study which is gained through the observation and the information from the teacher in the first and second meeting shows that the teacher tried to creating positive classroom climate through performing the behaviors of caring, respect, built good rapport in the interpersonal relationship between teacher and students and also created gratify and comfortable situation. During the process of teaching and learning, the teacher looked enjoy and enthusiasm enough in teaching. The teacher behavior that indicated of caring to the students could be seen from the way the teacher interact with students such as responding and caring to all students, and did not tend to talked certain students, help the students to understand the materials not refused to explain the materials either inside or outside the lesson time.

In addition, to develop of favorable attitude in the classroom, the teacher established good rapport and respected to the students for example the teacher respect with giving reward to the students who gave the correct answer like: good, smiling, nodding head for yes, and etc. the other way, if the students gives wrong answer, the teacher did not make negative reaction like negative satire, because the teacher knew

that this is part of students learning process. In addition, to establish good rapport between teacher and students, the teachers try to recognize the students' names and eye contact. In addition, it can build positive emotional with the students too. So he students feel that teacher interested in them as the partner of learning during the process of teaching and learning

Another behavior performed by the teacher is created gratify and comfortable situation because it can provoke positive reaction of the students to participate in the class like create relax situation and not too formal and strictly like sometimes the teacher invite the students to learn in the outside room, so it can make the students enthusiastic in learning. In addition, sometimes the teacher gives punishment like singing if the students lose in a game that the teacher set up in learning situation. The students feel happy with this situation.

Another strategy is using media. Using media can help the students' interaction in learning. From the interview and student's questionnaire, showed that using media is rarely used by the teacher but used only depend on the lesson like if the topic is descriptive, the teacher ask the students to bring their favorite things then ask the students to describe and practice in the class.

2. The Effect of Teacher's Strategies on Active Interaction

After knowing the result of observation data, the next analyses is about quantitative data; that is the effect of teacher's strategies on active interaction. In

order to collect data about the effect of teacher's strategies on interaction, the researcher took 50 students from G and H class as the sample of research. To know clearly the effect of strategies, the researcher analyses all the student questionnaire with spearman rank test. But before analyses the data, the researcher will sum up the score in every student's response from the questionnaire with alternative score:

Alternative a score 4

Alternative b score 3

Alternative c score 2

Alternative d score 1

The data on questionnaire is divided into two parts that is about student's response of teacher's strategies and the effect of teacher's strategies on students itself and the result can be seen in the following table.

Table 1
Variable of teacher's strategies

No	Score of question number								Score		
Respondent	1	3	5	7	9	11	13	15	17	19	Score
1	3	3	2	3	3	3	3	2	2	3	27
2	3	3	2	4	2	3	3	1	3	2	26
3	3	2	3	3	3	3	3	2	2	3	27
4	3	3	3	4	3	3	3	1	3	4	30
5	3	3	3	4	3	4	3	1	3	4	31
6	3	4	2	3	2	3	3	1	3	3	27
7	3	3	3	4	3	3	3	1	2	3	28
8	3	3	3	3	3	3	3	1	2	3	27
9	3	4	2	3	2	3	3	1	2	3	26
10	3	3	2	3	3	3	2	1	2	1	23
11	3	3	2	4	2	3	3	1	3	2	26

								r	_		
12	3	3	3	3	3	3	3	2	2	2	27
13	3	3	3	4	3	3	3	11	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
31	3	4	3	4	3	3	4	2	3	3	32
32	1	2	2	3	3	2	2	1	2	3	21
33	3	3	2	2	2	2	4	2	2	3	25
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
40	3	3	2	3	3	2	4	2	2	2	26
41	3	3	2	4	3	2	3	1	3	3	25
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

Table 2 Variable of interaction

No	Score of question number								G		
Respondent	2	4	6	8	10	12	14	16	18	20	Score
1	3	2	3	4	3	3	3	3	4	2	28
2	2	2	2	3	3	3	4	2	3	3	27
3	3	2	2	4	3	3	3	3	4	3	30
4	3	3	3	3	3	3	3	3	4	3	31
5	3	3	3	3	3	2	3	3	4	3	30
6	3	1	3	3	3	3	3	4	4	4	31
7	3	3	2	3	3	3	3	2	4	3	29
8	3	3	3	3	3	3	3	3	3	3	30
9	3	2	2	3	2	3	3	3	4	2	27
10	2	1	2	3	2	2	4	2	3	2	23
11	2	2	2	3	3	3	4	2	3	3	27
12	3	2	3	2	3	3	3	2	4	2	27
13	3	3	3	3	3	3	3	3	4	3	31
14	3	3	3	4	3	3	4	3	3	3	32
15	3	2	3	3	2	3	3	3	4	3	29
16	3	2	3	3	3	3	4	3	4	3	31
17	3	1	3	3	2	3	3	4	4	4	30
18	3	1	3	3	1	3	3	4	4	2	27
19	3	3	3	3	3	3	4	3	3	3	31
20	3	2	3	2	3	3	3	3	4	4	30
21	3	2	3	3	3	2	3	3	3	2	27
22	2	3	3	2	3	3	4	3	4	3	30
23	2	2	2	3	2	2	3	4	3	3	26
24	2	2	2	3	2	2	3	2	4	3	25
25	3	2	2	2	3	3	3	2	2	2	24
26	2	2	3	3	3	3	4	3	4	3	30
27	2	2	2	3	3	2	3	2	2	3	24
28	3	2	3	2	2	3	4	3	3	3	28
29	2	2	4	3	3	3	4	4	4	3	32
30	3	2	3	4	3	3	4	4	3	3	32
31	2	2	2	4	3	3	3	4	4 ·	3	30
32	2	2	2	2	2	. 3	3	2	3	3	24
33	3	2	3	3	2	3	4	2	3	3	28
34	3	2	3	4	3	4	4	2	3	4	32

35	2	2	3	3	2	3	3	2	3	2	25
36	3	2	2	3	4	3	2	2	3	4	28
37	3	2	3	2	2	3	3	3	2	3	26
38	2	2	2	2	2	4	3	2	3	3	25
39	2	2	3	3	3	3	4	3	4	3	30
40	3	2	3	2	3	3	3	3	3	3	28
41	3	2	2	2	3	4	4	1	4	3	28
42	2	2	2	2	2	4	3	2	3	3	25
43	2	2	3	2	2	2	3	2	3	3	24
44	2	2	3	2	3	3	3	2	3	2	25
45	3	3	4	2	3	3	4	3	3	3	31
46	2	2	2	3	3	3	3	3	4	3	28
47	2	1	2	2	1	1	3	3	3	3	21
48	4	2	3	4	2	3	4	2	3	4	31
49	3	2	3	2	2	3	3	3	2	3	26
50	3	2	3	2	2	4	4	1	3	3	27

Question number 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 in table 1 is about the students' response on teachers' strategies while question number 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 in table 2 is the students' response about the effect of teachers' strategies on students itself. After determining the score in each question, then all of the score summed up in each respondent. After knowing the score in each respondent, the researcher decides the hypothesis. Hypothesis in this research is alternative hypotheses (Ha) but for statistical analyses, the hypothesis is form a pair between zero hypotheses (Ho) alternative hypotheses (Ha). So the statistic hypotheses are:

Ho: $\rho = 0$ (there is no an effect of teacher's strategies on active interaction).

Ho: $\rho \neq 0$ (there is an effect of teacher's strategies on active interaction).

Because spearman rank correlation work in ordinal data, so the data above should be changed into ordinal in rank form and the result can be seen in the following table.

Key:

- X = Variable of teacher strategies which is gained through score (students response on teacher strategies) in each respondent.
- Y = Variable of interaction which is gained through score on students response about the effect of teachers' strategies on students itself.

Rx = Rank form of variable x

Ry = Rank form of variable y

D = Difference between Rx and Ry.

Table 3
Spearman Rank Correlation

N T	 	Τ	r	I		1
No Respondent	Х	Y	Rx	Ry	D	D^2
1	27	28	23	26	-3	9
2	26	27	33.5	33	0.5	0.25
3	27	30	23	16	7	49
4	30	31	4.5	8	-3.5	12.25
5	31	30	2.5	16	-13.5	182.25
6	27	31	23	8	15	225
7	28	29	15	21.5	-6.5	42.25
8	27	30	23	16	7	49
9	26	27	33.5	33	0.5	0.25
10	23	23	46.5	49	-2.5	6.25
11	26	27	33.5	33	0.5	0.25
12	27	27	23	33	-10	100
13	29	31	8.5	8	0.5	0.25
14	28	32	15	2.5	12.5	156.25
15	28	29	15	21.5	-6.5	42.25
16	29	31	8.5	8	0.5	0.25
17	26	30	33.5	16	17.5	306.25
18	27	27	23	33	-10	100
19	26	31	33.5	8	25.5	650.25

20	28	30	15	16	-1	1
21	26	27	33.5	33	0.5	0.25
22	30	30	4.5	16	-11.5	135.25
23	28	26	15	38	-23	529
24	27	25	23	42	-19	361
25	26	24	33.5	46.5	-13	169
26	27	30	23	16	7	49
27	26	24	33.5	46.5	-13	169
28	29	28	8.5	26	-17.5	306.25
29	31	32	2.5	2.5	0	0
30	29	32	8.5	2.5	6	36
31	32	30	1	16	-15	225
32	21	24	48.5	46.5	2	4
33	25	28	41.5	26	15.5	240.25
34	29	32	8.5	2.5	6	36
35	24	25	44.5	42	2.5	6.25
36	24	28	44.5	26	18.5	342.25
37	29	26	8.5	38	-29.5	870.25
38	23	25	46.5	42	4.5	20.25
39	26	30	33.5	16	17.5	306.25
40	26	28	33.5	26	7.5	56.25
41	25	28	41.5	26	15.5	240.25
42	21	25	48.5	42	6.5	42.25
43	25	24	41.5	41.5	-5	25
44	26	25	33.5	42	-8.5	72.25
45	25	31	41.5	8	33.5	1122.25
46	26	28	33.5	26	7.5	56.25
47	18	21	50	50	0	0
48	27	31	23	8	15	225
49	28	26	15	38	-23	529
50	28	27	15	33	-18	342
	1333	1401				8427

Then to prove the zero hypothesis, that there is no an effect of teacher's strategies on active interaction, the correlation of spearman rank used in this research. From the table shows that $\sum D^2 = 8427$, so

$$\rho = 1 - \frac{6 \sum D^2}{n (n^2 - 1)}$$

$$= 1 - \frac{6 (8427)}{50 (50^2 - 1)}$$

$$= 1 - \frac{50562}{124950}$$

$$= 1 - 0.4046$$

$$= 0.5954$$

The result of spearman rank above give the significance that the relationship between strategies and active interaction is strong or positive, it means if the strategies increase or decrease, so the interaction will increase or decrease too. Then To know the coefficient is significant or not, the researchers need to compare with rho table (see table 4: nilai-nilai Rho). According to this table there is no N = 50, so the researcher uses formula significance testing stated bellow:

Thit =
$$r \sqrt{\frac{n-2}{1-r^2}}$$

= 0.5954 $\sqrt{\frac{50-2}{1-(0.5954)^2}}$
= 0.5954 $\sqrt{\frac{48}{1-0.3545}}$

$$= 0.5459 \sqrt{\frac{48}{0.6455}}$$

$$= 0.5459 \sqrt{74.36}$$

$$= 0.5459 \times 8.623$$

$$= 5.134$$

Then to know t cost is significance or not, o this result should be compared with t table. Because there is no N = 50, so need to find with interpolation based on standard error (a): 5 % with dk = n - 2 (dk = 50 - 2 = 48). For N = 40, t cost = 2.021 and for N = 60, t cost = 2.000 (see table 5: nilai-nilai dalam distribusi t), so the similarity are:

a : b = c : d

$$48-40$$
 : $60-40$ = $(X-2.021)$: $(2.000-2.021)$
8 : 20 = $(X-2.021)$: (-0.021)
2 : 5 = $(X-2.021)$: (-0.021)
5 $(X-2.021)$ = 2 (-0.021)
5 $(X-10.105)$ = -0.042
5 X = $10.105 - 0.042$
5 X = 10.063
 X = 10.063
 X = 2.0126

Because t cost is higher than t table (5.134 > 2.0126), so the declaration of Ho that there is no an effect of teacher's strategies on teacher-students is rejected and Ha is accepted. So the conclusion is there is an effect of teacher's strategies on teacher-students active interaction.

Then the next step is about analyses coefficient determination. It used to know about how far the effect of teacher's strategies on active interaction and the step is as follow:

 $KD = \rho^2 \times 100 \%$

 $= (0.5954)^2 \times 100 \%$

 $= 0.3545 \times 100\%$

= 35.45 %

From the result above, it shows that the count of coefficient of determination (KD) is 35.45 % it means that the important of teacher's strategies effect on active interaction is about 35.45 %, or the other word, the improvement of active interaction caused by teacher's strategies is only about 35.45 %; and the other is about 64.55 % is caused by another factors.

3. The Problem Faced by the Teacher

A common problem in teaching and learning of English language is difficulty applying it in daily life especially for communication it happens because English is a second language. The teacher realizes that the student verbal skills are poor; so it is

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 make mistake while other try to avoid situation. When the teacher suggest all the students should work individually on a task, and when the student are unclear about the teacher's rules or about the assignment, sometimes some of them does not knowing how and when to get assistance 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 cheated each other and made the class situation was 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 is tacitum and uninterested with the lesson, they tend to avoid learning situation by turning away from activities such as peer or group work. So the consequently they tend to be less proficient in completing learning tasks. In addition, if the teacher use the strategy of group work, some of students seem difficult to be controlled, they move, make some noisy or talking outside the topic of discuss and sometimes did not give attention. Whereas if the teacher use whole class teaching or model teacherstudents 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 not provide the learners of opportunity for active students participation and only a small number of students in the class who are 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, learners' personality and the environment that is sometimes less support learning activity can affect students' interaction pattern and participation in the classroom. For example passive student does not want to talk much and participate in the classroom, they tend to avoid the learning situation, whereas active students, they are difficult to be controlled and sometimes have terrible discipline problems and did not give attention. In conclusion, the students need particular ways of teacher's strategies in improving active interaction in English class.

C. Discussion

Teacher strategies such as creating positive classroom climate, questioning, and variation on interaction indeed should well prepared. During questioning take place, the teacher always giving simple question with the short answer and leaving enough time for the students to think about the answer and also always try to heighten active interaction in the class. It was agree with the theory that questioning is one of the most common techniques used by teacher to keep participating in the lesson, and the teacher was understand enough the strategies for using question in the classroom. Hence, the teacher should use strategies in questioning in order to facilitate the comprehension of the lesson and to promote classroom interaction. According to Jack C. Richard and Charles Lockhart, there are three kinds of questioning in the classroom. These are procedural, convergent, and divergent question. The teacher at this school often uses kind of procedural and convergent, it meant that if the teacher

often uses question that require short answer, the students may have limited opportunity to produce and practice and also keep interaction in the class.

There are many kind of interaction pattern in the classroom used to promote active interaction. During the observation take place, the teacher used whole class or type teacher \rightarrow students and group work teaching or type Teacher \leftrightarrow students \leftrightarrow students. Although a teacher feel that all the students in the class have an equal opportunity to participate in lesson, picture 1,2,3 showed that this is not always so. During the lesson, the teacher addressed the whole class and group forty five times and just interacted with some of thirty students.

Choosing the lesson arrangement that is appropriate for specific learning is an important decision. For example group work. The use of group work activity, should observe size of each group. If the group is too large, the student interaction is affected. Only a few of students may participate while other silent or passive.

In addition, to heighten interaction in the classroom, creating positive classroom climate is one of the important strategies in the class, for example build good rapport, creating gratify situation, and etc. If the teacher create positive classroom climate in the class, the students may more motivated to learn, so it can heighten classroom interaction during teaching and learning process. The teacher in the school was understand enough, she showed the behavior of caring, respect, build good rapport with the students and also creating gratify situation in the class. In addition, if the teacher used whole class teaching, the need to include other type of interaction in

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 %.

3. The problem faced by the teacher during the creation of active interaction is about the difference of students' cognitive style and their personalities and also from the environment that is sometimes less support learning activity.

B. Suggestion.

From the results of the research, several suggestions are presented. First the teacher should make further improvements and apply various interactive teaching techniques to keep the students' motivation and to make the students participate in the lesson either response to the teacher question or ask question. Second, the students are suggested to be more active and creative in thinking. Third, for the future researchers, focusing on teaching learning process in English class, it is suggested to make more research in classroom interaction for improving the results of the previous research.

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