

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher used the English teacher of the seventh grade at MTsN Pantai Hambawang Barabai to collect factual data. There are two English teachers teach but The researcher used one English teacher that teach the seventh grade.

because this school is very well known among the barabai community and also many parents of students who want their children school in MTsN Pantai Hambawang. And also in this school has complete facilities for activities inside or outside the classroom and also in sports.

And the researcher found the models applied just 5 models, Teacher speaks to the whole class in here just the teacher explain and speaks to all of students and students listen carefully about what teacher talking about, Teacher speaks to an individual student in here one by one student going to front of the class for ask and answer what teacher talking about, Student speaks to teacher in here just student ask or give the opinion to the teacher about the materials, Teacher speaks to group of students in here teacher speaks to group of students for one group have two students and they exchanged ideas, and Student speaks to student in here students speaks just to one of student for exchanged ideas same like group of students but in here not group. It is just student speaks to student about all of material.

Student speaks to group of students. The researcher did not find the teacher applied this method, because when I researched in seventh grade, and seventh grade was that the students were just studied in junior high school, and they were the agent of change from elementary school, so in elementary school the name did not study discussion or speech.

1. The Interaction Models are Applied in Teaching and Learning Listening

Based on the observation was done in April 2018. The research is intended to find out a description of the models of teaching and learning interaction with reference to listening skill in English subject. This observation was done in two meetings. The first observation was conducted on Saturday, April 14th 2018 at the seventh grade. The duration was 2x40 minutes and the topic was about descriptive text. The second observation was conducted on Wednesday, April 18th 2018 in the same class and the same duration. The topic was about questions word. Based on the observations during English teaching and learning activities, there were some models such as following:

Table 4.1
Observation Result of The Interaction Model in Teaching and Learning Listening at Seventh Grade of MTsN Pantai Hambawang

No	Activity	Models of Teaching and Learning Interaction's Indicator	Observation 1		Observation 2	
			yes	no	Yes	no
1	Pre-activity	Teacher speaks to the whole class a. Taking the roll	√		√	

		participating students' group work Student speaks to student a. It is related to pair work		√	√	
3	Post - Activity	Teacher speaks to the whole class a. Taking the roll b. Telling students about information c. Organizing drill d. Reading aloud	√		√	
				√		√
				√		√

Based on the observation in two meeting above, the researcher found the 5 models of classroom interaction. They were 1) Teacher speaks to the whole class; 2) Teacher speaks to an individual student; 3) Teacher speaks to group of students; 4) Student speaks to the teacher; 5) Student speaks to student. This research is based on the theory proposed by Thomas (1987, p. 15). He stated point out six models of classroom interaction in the classroom aiming at teaching the target language as follow: 1) Teacher speaks to the whole class; 2) Teacher speaks to group of students; 3) Teacher speaks to an individual student; 4) Student speaks to the teacher; 5) Student speaks to student; 6) Student speaks to group of students.

The researcher also interviewed the teacher about the interactions. For the first question is about the importance of interaction. The teacher answered that all of interactions is important, so that teaching and learning ran well and not boring. The second question is about why teacher used more interaction of speak to whole class (listening class) and what are the advantage and weakness. The teacher answered that on listening class, the teacher's role more than students. The students is just as listener. The advantage is for example when the teacher read the narrative text, the students seemed excited and listened with attention to the teacher. The weakness is that the students will be passive to talk. The next question is about why there was not interaction of student speaks to student. The teacher answered that it is because on second observation there was no dialogue or collaboration between two students. The question number four is about the reason why on second observation the teacher used group and first observation did not. The teacher answered that it is because on the first observation the time was not enough to make group. The last question is about whether the teacher think the students are excited when teaching learning process. The teacher answered yes, the condition in the class ran well. The students seemed excited and listened with attention to the teacher.

B. Discussion

The models used in this research is adapted from Malamah-Thomas (in Mingzhi, 200, p.59) who points out six types (Models) of classroom interaction in the classroom aiming at teaching the target language. They are: teacher speak to whole class, teacher speak to an individual student, teacher speak to a group of

members, student speaks to teacher, student speaks to student, and students speaks to group of members. All is already mentioned by (Dagarin, 2004, p. 128) “Classroom interaction is two way process between the participants in the language process, the teacher influences the learners and vice versa”.

Based on the first observation and second observation, the teacher and the students did many interactions in teaching and learning English. According to (Sarosdy et al, 2006). interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process. Teacher mostly used interaction speaks to whole class in listening skill, because she wanted the student to pay more attention and understand deeply about lesson material the day and also she wanted student to participate actively when teaching and learning process. According to description above, it can be stated that classroom interaction is defined as the general activities of teachers and students in the classroom of learning activities to help the learners to be competent enough to think and response.

The first and the second observation on pre-activity, the researcher founded that model of interaction were the same. In listening class, the teacher's role was more than students and the students were just as listener., and other activities related to the teacher-fronted classroom. Teacher used this model because she wanted to students to pay more attention about what she said. For example, she asked question about previous lesson or she asked the students to sing. They were very interested when teacher invited to sing together. It fuels student motivation and help the students see the relevance of teachers' topic.

On while activity. In the first and the second observation, the teacher had some models of teaching and learning interaction in classroom activities. According to Malamah-Thomas (2005, p. 59) points out six types (Models) of classroom interaction in the classroom aiming at teaching the target language as follows. This observation, the researcher found some models there were teacher speak to the whole class, teacher speak to an individual student, teacher speak to a group members, student speak to teacher and also student speaks to group of members. The model of teacher speak to the whole class, can be seen from teacher's activity when she explained material lesson the day with simple English. The model of teacher speak to an individual student, can be seen from teacher's activity when the teacher choses the student to come front of class to write his answers. As mentioned by (Harmer, 2001, p. 58) this role is commonly applied when taking the roll, telling students about information or materials, organising drill, reading aloud and other activities related to the teacher-fronted classroom. The model of teacher speak to group of members, can be seen from teacher's activity when the teacher explained about the rule of the task to each group. The model of student speak to teacher, can be seen from student's activity when the student asked about difficult word. The model of student speak to group of members, can be seen from student's activity when the students did the task, they were discussing in group. Based on both observation on while activity, the teacher mostly used speaks to whole class because during the lesson she was as controller. For example she explained about the material for the day in simple english. And also, she instructed the students to make some groups.

On second observation, the teacher had not enough the time to make group. The teacher many explain about material lesson. And also the researcher did not find interaction student to student on both observation, because there was no dialogue or collaboration between two students.

The post-activity. In the first and the second observation had the same model; it was teacher speaks to the whole class. The teacher mostly spoke in this section because she reviewed, concluded the lesson and then gave home work.

The researcher found some interactions done in teaching and learning activities. Some interactions occurred during the lesson, but the teacher often used only several models of interaction in her class. During the teaching and learning process in pre-activity, while-activity, and post-activity, the condition in the class ran well. The teacher used many various interaction so that the student do not get bored during teaching and learning process. The students seemed excited and listened with attention to the teacher.

Based on the explanation above, it can be concluded that the model of teacher speak to whole class most during lesson. The teacher in this type interaction is as a controller. The teacher said because in class listening skill the student more listen and talk less. The teacher is role more than students in classroom. But this model has weakness.

The teacher mentioned that students will be passive to talk. Thomas suggested (1987, p.15) there are several models of interaction in classroom:

1) Teacher speaks to the whole class. It happened when the teacher greeted the students, checked the present list, explain material lesson, and asked some questions related the material or organizing groups.

2) The teacher speaks to an individual student, it occurred when the teacher asked questions to an individual student with the rest of students of the class and choose one of students to come in from of the class to write his answers.

3) Teacher speaks to group of students, the teacher is participating students' group work.

4) The student speaks to the teacher that happened when the student asked question related the material and answered directly the question from the teacher.

5) The students speak to group of members, it occurred when the students doing the task, they are discussing in group. And the last model that applied by the teacher is the teacher speaks to the group of the students. It happened when the teacher explained information about the task to the group. But one of them did not use on this observation, that is student speaks to group of students. Because they did not study on elementary school.

6) Student speaks to group of students.

There are in line with it, event though one model is not used, it is student speak to student model.

in this research the teacher only applied audi visual or just explained the learning material to the whole class, in the listening method it was also applied only active teacher and students only listened to the teacher. because when I did the research, it turned out that there had been damage in the language laboratory so the teacher only spoke to the whole class, and sometimes also played games.