

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research is a descriptive study. This research describes about the interaction activities and models of teaching and learning in English at MTsN 1 Hulu Sungai Tengah. It is categorized as qualitative research. Qualitative research is a research which uses methods like participant observation or case studies which result in a narrative, descriptive account of setting or a practice (Parkinson & Drislane, 2011). Qualitative research is interested in understanding the meaning of people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009).

The data that appears in the form of words and not a series of numbers. The data may have been collected in a variety of ways (observations, interviews, document essence, tape) and are typically processed sometime before ready to use (via recording, typing, or over-write), but qualitative analysis keeps using words, which are usually organized into expanded text (Miles & Huberman, 1994).

The researcher used the English teacher of the seventh grade at MTsN 1 Hulu Sungai Tengah to collect factual data. The researcher used one English teacher that teaches the seventh grade. The researcher found the activities that include classroom interaction are lecturing, question and answer and pair work.

Another findings, the models of classroom interaction 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.

The researcher did not found the teacher applied student speaks to group of students model, because when I researched in seventh grade and seventh grade was that the students were just studied in junior high school, and they adaptation from elementary school, so in elementary school the name did not study discussion or speech.

1. The Kind of Classroom Interaction Activities Applied Teaching and Learning.

There are 3 classroom interaction activities that applied in teaching and learning. They are question and answer, and pair work.

a. Question and answer

After giving explanation, teacher ask some students about the material today, teacher ask one student to see the student

understanding about the material. Then the student must answer the question. These activities are based teacher give question to students and students answer question from teacher.



Picture 4.2 Question and Answer

The picture shows the students write the answer in white board from the question that teacher give to students. In question and answer teacher ask students to make sure their understanding about the material. The students answer the question by coming to in front of the class and write the answer in whiteboard.

b. Dialogues and Role-plays

Dialogues and role-plays, teacher given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when students are told to simply repeat a given dialogue in pairs . Teacher ask them to make a dialogue about the material. Sometime, teacher come to students' group to explain and

guide the students to do the assignment. In pair, student discuss each other to finish the assignment.



Picture 4.3 Pair work

In this activity, students work in pair. They must make a dialogue that include the material. Sometime teacher comes to every group to make sure they can do the task. If there are a groups that do not understand how to do it, the teacher then explain the rules. Teacher ask them to make a dialogue about the material. Sometime, teacher come to students' group to explain and guide the students to do the assignment. In pair, student discuss each other to make the dialog.

2. Classroom Interaction Models are Applied in English Teaching and Learning

This research is in based on the theory proposed by Malaya-Thomas (2005) He stated point out six models of classroom interaction in the classroom

aiming at teaching the target language. Based on the observation in MTsN 1 HST, the researcher found the ways to apply models of classroom interaction.

a. Teacher speaks to the whole class

In this classroom, telling students about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom. In this observation, the teacher telling information about leave-taking to all students in classroom. In this interaction students as hearer and teacher as a give information, teacher give information to students by reading aloud in class and students receive information by hear the teacher. The important of this interaction is teacher organizing exercise in class, in this classroom teacher give question to answer in classroom and guide students to answer. In this class the students give respond to teacher fastly, because the teacher speak to the whole of class.

b. Teacher speaks to an individual student

.This interaction are conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. In this observation the teacher speaks to the whole of class, however the teacher expect only one student to answer. The teacher explain about answer focus only one student. In this interaction, teacher spent more interaction with one student in teaching and learning process. In this classroom, when the teacher spent more only one student, other students give respond to the teacher slowly. In this

classroom this interaction held when students have a mistake or problem with material and teacher helps students.

c. Teacher speaks to a group of students

In this observation teacher participating students group work. In group work, students are assigned a task which involves collaboration and self-initiated language. In this classroom teacher makes a group of students. Teacher acts as an organizer for giving students information about what they are going to do when putting them into pairs or groups. After that teacher participating in student's group works. Teacher participates to help students understand the exercise.

d. Student speaks to teacher

The students initiate to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other words, is to ask for clarification. Teacher requested one student explain about result of assignment discuss by student's group work. Teacher answers question about assignment when student has difficulty. In this classroom, teacher speaks just one student in class, teacher requested students to ask if they have difficulty in assignment. Teacher focused only one student explain to understand.

e. Student speaks to student

This Classroom Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for

the students. It is related to the pair-work activities. Unlike group-work, the pair-work involves collaboration and self-initiated with only two students. Teacher practice in negotiation meaning, and to increase their motivation to speak. In this classroom these are students's pair works made by teacher. Teacher give an assignment, and helping them when necessary

B. Discussion

The models used in this research is adapted from Malamah-Thomas (Mingzhi, 2005) who points out six 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.

Based on the observations, 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 , 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 researcher founded that model of interaction were the same, 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.

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 reading aloud in the class 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 write his answer. As mentioned by (Harmer, 2001, p. 58) this role is commonly applied when taking the roll, telling students about information or materials, organizing 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 students initiate to speak to the teacher 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.

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 model interaction is as a controller. The teacher said because in class 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.

In this research the teacher only applied 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, the teacher only spoke to the whole class, and sometimes also played games.

In this classroom interaction teacher used 5 model of interaction Based on the observation in two meeting, the researcher found the 5 models of classroom interaction.

a. Teacher speaks to the whole class

This is a common model of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Gagarin, 2004). Furthermore, Mengzi (2005) elaborates that the model of classroom interaction is characterized by teacher initiation, students response and teacher follow up pattern. The role of teacher in this model interaction is as a controller. This role is commonly applied when taking the roll, telling students about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom. In this observation, the teacher telling information about leave-taking to all students in classroom. In this interaction students as hearer and teacher as a give information, teacher give information to students by reading aloud in class and students receive information by hear the teacher. The important of this interaction is teacher organizing exercise in class, in this classroom teacher give question to answer in classroom and guide students to answer. In this class the students give respond to teacher fastly, because the teacher speak to the whole of class.

b. Teacher speaks to an individual student

The second model of interaction is the other common interaction which is applied in this classroom. Dagarin points out that, this interaction are conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into less guided activity (Dagarin, 2004). In this observation the teacher speaks to the whole of class, however the teacher expect only one student to answer. The teacher explain about answer focus only one student. In this interaction, teacher spent more interaction with one student in teaching and learning process. In this observation, when the teacher spent more only one student, other students give respond to the teacher slowly.

c. Teacher speaks to a group of students

This model of classroom interaction refers to the teacher participating students group work (Mingzhi, 2005). In group work, students are assigned a task which involves collaboration and self-initiated language. In this model of classroom interaction, the teacher acts as an organizer for giving students information about what they are going to do or when putting them into pairs or groups, and closing them when the time is over (Harmer, 2001). In this classroom teacher make a group of students. Teacher acts as an organizer for giving students

information about what they are going to do when putting them into pairs or groups. After that teacher participating in student`s group works. Teacher participate to help students understand the exercise.

d. Student speaks to teacher

This model of interaction refers to the student`s initiation. (Mingzhi, 2005) Argues that when this occurs, it is regarded as learner initiative, learner initiative is common in the learner-centered classrooms, but rare in the teacher-fronted classroom. The students initiate to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is to ask for the clarification. Teacher requested one students explain about result of assignment discuss by students`s group work. Teacher answer question about assignment when student have difficult. In this classroom, teacher speaks just one students in class, teacher requested students to ask if they have difficult in assignment. Teacher focused only one students explain to understand.

e. Student speaks to student

It is related to the pair-work activities. Unlike group-work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Brown (2001) stated that firstly, it offers many opportunities to speak,

to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak. In this observation these are students`s pair works made by teacher. Teacher give an assignment, and helping them when necessary.