

CHAPTER IV

FINDINGS AND DISCUSSION

This research investigated the classroom interaction at Eight Grade of MTs Nurul Hikmah Palam, Banjarbaru. In the following chapter researcher tries to describe in detail the result of observation conducted in Eight Grade of MTs Nurul Hikmah Palam, Banjarbaru.

A. Findings

1. Kinds of the classroom interaction that occur during the teaching and learning process.

The data collection of this research recorded three meetings of classroom interaction at class A, B, and C at Eight grade of MTs Nurul Hikmah.

The observation was arranged using Brown's Interaction Analysis System (BIAS). While observation was arranged to obtained the data in order to match the objective of the research. According to BIAS that created by Brown, there are four groups of classroom interaction namely teacher talk, students talk, silence, and unclassified. The BIAS divides teacher talk into TL (Teacher Lectures), TQ (Teacher Question), TR (Teacher Response); students talk into PR (Pupils Response), and PV (Pupils Volunteer); S (Pauses or short periods of silence); and X (Unclassified).

In the following, the researcher presents the result of the observation which implemented by Brown's Interaction Analysis System (BIAS). The result will be explained by the researcher per category.

1. Teacher-Talk

Teacher talk refers to talks or expression that teacher used during the classroom interaction. these include : Teacher Lectures (TL), Teacher Question (TQ), and Teacher Response (TR).

a. Teacher Lectures (TL)

One of BIAS categories is Teacher Lectures (TL). This refers to explains, describes, or narrates; giving information, facts, own opinion, or ideas about a topic ; giving directions, requests or commands that students are expected to follow. In this research, the researcher found that the teacher explains, narrates, gives direction, and gives command about something.

1) Here are some examples of teacher's explanation:

a) "*Giving Instruction* adalah sebuah ekspresi yang digunakan untuk memberikan perintah kepada orang lain, Kalau *Inviting* itu mengundang seseorang, dan kemudian *asking permission* itu meminta izin."

b) "Kalau *asking permission*, meminta izin, kebanyakan menggunakan kata modal, seperti *Can I wash my hand?*, *Can I go to Market?*, *May I borrow your pen*. Itu adalah kalimat *asking permission*."

- c) “Kalimat yang dicetak tebal dalam kalimat tadi menunjukkan larangan atau *Prohibition*. Kegunaannya untuk melarang atau mencegah seseorang melakukan sesuatu. Contoh lain, misalnya *Don't go away!, Don't let you down!*”

The teacher was taking most part in explaining the material. The teacher still used Bahasa Indonesia and Banjarese to explain the material to the students in order to make the students more understand and avoid misunderstanding.

2) Here are some example of teacher's narration:

- a) “Rita and her uncle are in the air-conditioned room. Rita warns her uncle not to smoke in the air conditioned room”. (The teacher practice the dialogue).
- b) “Danang and Tina are talking via telephone. He asks Tina to join him to the book fair. Then, Tina asks for permission to her mother”. (The teacher practice the dialogue).
- c) The teacher read the example of procedure text (How to Operate Washing Machine) “First, separate the colored clothes from others. Then,.... Next, After that, Finally,”.

In this part, the teacher practiced the dialogue and read the paragraph about the topic. But, after the teacher finished narrated it, the teacher did not ask the students to practice or read the topic. It makes the students did not have a chance to know and to practice their reading skill in English.

3) Here are some examples of teacher gives direction:

- a) “Kalau begitu kita langsung saja ke halaman 33 Chapter 4 *Would You Like to Go with Me?*”
- b) “Ya, kita lanjutkan pelajaran kita, halaman 25, yang D. Reading Corner!”
- c) “Buka halaman 39. Disitu ada rumus yang membedakan *Shall* atau *going to*.”

The teacher gave direction to the students to follow the lessons based on their handbook. So, the students were not confused in understanding the lessons.

4) Here are some examples of teacher gives command:

- a) Observe and read the dialogue below carefully! Ya, silakan dua orang maju ke depan membaca dialog dulu.”
- b) “Buatkan kalimat positive, negative, dan interrogative menggunakan *Will* dan *be going to*!”
- c) “Coba semuanya! Repeat after me! *Of course, Mr. Daniel!*.”

In this part, the teacher gave command to the students in order to make the students act based on what the teacher said. Sometimes, the teacher still used Bahasa Indonesia or mixed it, between Bahasa Indonesia and English.

The teacher “gives direction and gives command” were commonly applied when the teacher acts as a director which directs the students in doing an activity in the classroom.

b. Teacher Question (TQ)

Asking question is one of the category of teacher talk that is mostly to foster interactive language classroom. Teacher usually begins with display question which the answer is common knowledge about content or procedure, which pupils are intended to answer.

1) Here are some examples of teacher ask question about content:

- a) “What does the dialogue above tell us about? Apa yang mereka ceritakan diatas? Mereka sedang...?”
- b) “Itu percakapan ada kalimat yang bercetak tebal *Please, turn it off. Wait for a second and turn it on again*, kalimat apa itu?”
- c) “Ok, next, what kind of expression shown in the dialogue above? Apa jenis ekspresi yang ditunjukkan diatas? Ekspresi?”

2) Here are some examples of teacher ask question about procedure:

- a) “*What is the first step?* Apa yang mereka lakukan pertama kali?”
- b) “*What do they do after mixing the eggs and milk?* Apa yang mereka lakukan setelah mengaduk telur dan susu?”

The teacher ask a question because the teacher wanted to check students’s understanding. When the teacher ask a question, sometime the teacher used English and then translate it to Bahasa Indonesia to avoid misunderstanding. The teacher was taking most part in asking question about content related to the material given.

c. Teacher Response (TR)

Teacher deals with feelings of the class: accepting, discussing, referring to, describing or communicating understanding of past and future feelings in a non-threatening way; Praises or encourages: praising, complimenting, encouraging students to continue, confirming the answer are correct or not; Jokes: intentional joking, kidding, making puns, attempting to be humorous: accepts or uses students' ideas; builds upon pupil response; uses mild criticism.

1) Here are some examples of teacher confirming the students answer:

- a) "Ya, benar. Itu kalimat *asking permission*..."
- b) "Salah, seharusnya *I am going to go to school*. *To* nya tetap ditulis".
- c) "*Will* nya tinggal dihilangkan diganti dengan *be going to*".

2) Here are some examples of praise:

- a) "Ya, good. Coba Shofi?"
- b) "Good. Yang lain? Icha?"

In this research, the teacher shows his response by confirming the students' whether the answer was correct or not. By confirming the students answer, the students will be knowing how much their ability in understanding the material. The teacher gives praises to the students in order to make the students to try better than before. So, it will make the students feel motivated to answer teacher's question. Praises can be

considered as expression of an approval or admiration for somebody or something.

2. Student-Talk

a. Pupils Response (PR)

Responding to the teacher within a specific and limited range of available or previously practiced answer, reading aloud, dictation, drills, directly and predictably to teacher questions and directions.

1) Here are some examples of Pupils Response (practiced answer)

- a) T: “Bagaimana kalimat yang menyatakan meminta izin, yang mana kalimatnya?”

S: “*Mom, can I go with Danang to the book fair this afternoon?*”

- b) T: “Kalau kalimat *I will accompany my sister to see a doctor*, bagaimana negatifnya?”

S: “*I will not accompany my sister to see a doctor.*”

- c) T: “Coba buat contoh kalimat meminta izin!”

S: “*Excuse me Maam, Can I go to toilet?*”

2) Here are some examples of Pupils Response (reading aloud)

- a) T: “Ya, silakan dua orang maju ke depan membaca dialog dulu.”

S: (Two students come in front of the class to practice the dialogue about Asking Permission).

- b) T: “Ok, sekarang coba ke depan baca dialog ini berpasangan”.

S: “(Two students come in front of the class to practice the dialogue about Giving Instruction).

3) Here are some examples of Pupils Response (to teacher's question and direction)

a) T: "siapa yang tidak hadir?"

S: "Siti, pak!, Aisyah, pak!. Itu ada suratnya".

b) T: "Halaman 32 sudah belum?"

S: "Sudah, kemarin Bapak yang menjawabkan soal itu".

c) T: "*What does Mr. Jones mustn't do?*. Ada berapa larangan?"

S: "Mustn't use phone dan chatting, ada 2 Pak!"

In this part, the students show their response by practiced the answer, reading aloud (practice a dialogue), answer to teacher's question and direction or command. Practiced the answer was taking most part in "Students Talk". When the students show their response, it indicates that the students understood the teacher's language.

b. Pupils Volunteer (PV)

Talk by students which they initiate. Responding to the teacher with students' own ideas, opinions, information, comments, questions, reactions, or feelings.

1) Here are the examples of Pupils Volunteer (Give a question and reaction)

a) S: "*everybody* itu apa, Pak?"

b) S: "Ini pak, *employee* apa, Pak!"

c) S: “kalau *obviously* itu apa, Pak?”

d) T: (The teacher writes *Book fair* but the word “fair” with P “pair”)

S: “Pakai F pak, *F-A-I-R!*”

In this research, the students give a question and reaction. It happened because the students did not understand the meaning about the material, then they asked a question to the teacher. They also gave a reaction when the teacher made a little mistake using their own ideas.

3. Silence (S)

Pauses or short periods of silence. Periods of quiet during which there is no verbal interaction. The “silence” category happened because the students did not know the answer. It also happened when the teacher wrote the material on the whiteboard. During that time, there was no verbal and non verbal interaction.

Here are some examples of Silence:

- a) The teacher check the list of attendance
- b) The teacher check the handbook
- c) The teacher writes the examples of the expressions on the whiteboard.
- d) The teacher asked a question, but the students did not know the answer.
- e) The student comes in front of the class to write her/his answer.
- f) A student give his pen to the teacher.
- g) The students analyze the dialogue and try to find difficult words.

4. Unclassified (X)

Confusion in which communication cannot be understood; Unusual activities such as reprimanding or criticising pupils, demonstrating without accompanying teacher or pupil talk; short spates of blackboard work without accompanying teacher or pupil work. In this research, it happened when the students at the same time talking and discussing the exercise. It also happened when the teacher asked a question. But, the students have different answer. During the activity, the students tended to use their native languages, either in Indonesia or Banjarese language. It made the classroom situation became so noisy and the communication could not be understood.

2. The teacher talk is more dominant than student talk during classroom interaction in teaching English.

From the data collection, this research recorded three meetings of classroom interaction in class A, B, and C at Eight Grade of MTs Nurul Hikmah. The result is presented in tables below.

Teacher-Students Interaction Proportion

Table 4.1: Class A (1st Meeting)

Duration (Minute)	Category of Teacher-Students Interaction							Total
	TL	TQ	TR	PR	PV	S	X	
45	447	37	26	26	12	97	142	787

$$a. \quad TT = \frac{510}{787} \times 100 = 64.8\%$$

$$b. \quad ST = \frac{38}{787} \times 100 = 4.8\%$$

Table 4.2: Class A (2nd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
57	295	43	29	36	136	107	252	898

$$a. \quad TT = \frac{367}{898} \times 100 = 40.8\%$$

$$b. \quad ST = \frac{172}{898} \times 100 = 19.1\%$$

Table 4.3: Class A (3rd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
40	255	57	25	37	12	47	193	626

$$a. \quad TT = \frac{337}{626} \times 100 = 53.8\%$$

$$b. \quad ST = \frac{49}{626} \times 100 = 7.8\%$$

Table 4.4: Class B (1st Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
33	59	30	12	75	6	70	240	492

a. $TT = \frac{101}{492} \times 100 = 20.5\%$

b. $ST = \frac{81}{492} \times 100 = 16.4\%$

Table 4.5: Class B (2nd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
30	250	28	11	18	4	20	240	571

c. $TT = \frac{289}{571} \times 100 = 50.6\%$

d. $ST = \frac{22}{571} \times 100 = 3.8\%$

Table 4.6: Class B (3rd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
55	107	58	24	33	7	93	568	890

a. $TT = \frac{189}{890} \times 100 = 21.2\%$

b. $ST = \frac{40}{890} \times 100 = 4.4\%$

Table 4.7: Class C (1st Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
30	281	34	10	22	124	101	80	652

a. $TT = \frac{325}{652} \times 100 = 49.8\%$

b. $ST = \frac{146}{652} \times 100 = 22.3\%$

Table 4.8: Class C (2nd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
44	357	46	10	18	13	37	217	698

$$c. \quad TT = \frac{413}{698} \times 100 = 59.1\%$$

$$d. \quad ST = \frac{31}{698} \times 100 = 4.44\%$$

Table 4.9: Class C (3rd Meeting)

Duration	Category of Teacher-Students Interaction							Total
(Minute)	TL	TQ	TR	PR	PV	S	X	
45	158	33	15	63	70	63	435	837

$$c. \quad TT = \frac{206}{837} \times 100 = 24.6\%$$

$$d. \quad ST = \frac{133}{837} \times 100 = 15.8\%$$

From the data in the tables above, we can see that, from 3 meetings in class A, B, and C at Eight grade of MTs Nurul Hikmah, the percentage of teacher talks is more dominant than students talk. It can be concluded that the teacher dominated the interaction in the classroom.

B. Discussion

In this session, the result of the research is discussed related to the theories collected in Chapter Two. By the discussion. It can be seen how the theories meet the reality; whether they can fit the reality easily or conversely it.

Based on the result of the observation, it can be seen that the seven categories of Brown's Interaction Analysis System (BIAS) such as Teacher Lectures (TL), Teacher Question (TQ), Teacher Response (TR), Pupils Response (PR), Pupils Volunteer (PV), Silence (S), and Unclassified (X) were applied in the classroom during teaching and learning process.

The result also show, in "Teacher Lectures", the teacher was taking most part in explaining the material. The teacher still used Bahasa to explain when it should be more English. Because if the teacher used more English during the class, it also could motivate the students to use English during classroom activities or even outside the classroom. In "Teacher Question", the teacher was taking most part in asking about content. Sometime, the teacher used English and then translate it to Bahasa to avoid misunderstanding. In "Teacher Response", the teacher was taking most part in confirming the students' answer. The teacher needs to confirm the students' answer in order to achieve the learning objectives. In "Student Talk", the students was taking most part in response to the teacher's question. When the students response to the teacher, it indicates that the students understood the teacher's language.

The finding shows the teacher's role that is cited by Brown (2001:166-168). Brown stated that there are five roles of interactive teacher. They are as controller, director, manager, facilitator, and resource. When the teacher ask question, it means the teacher facilitates the students to involve in the classroom activity. When the teacher gave direction, it helped to make the teaching-learning process running smoothly. Moreover, the teacher also did their role as a resource or lecturer by giving them some material and information. It means that the teacher were available for advice and some information when the students need it.

Furthermore, from the tables above shown that the teacher was talking more to the students, it can be seen in the proportion of teacher talk, in class A, they were 64.8% at first meeting, 40.8% at second meeting, and 53.8% at third; in class B, they were 20.5% at first meeting, 50.6% at second meeting, and 21.2% at third meeting; in class C, they were 49.8% at first meeting, 59.1% at second meeting, 24.6% and at third meeting, but the proportion of students talk, in class A, they were 4.8% at first meeting, 19.1% at second meeting, and 7.8% at third meeting; in class B, they were 16.4% at first meeting, 3.8% at second meeting, and 4.4% at third meeting; in class C, they were 22.3% at first meeting, 4.4% at second meeting, and 15.8% at third meeting. This result shows that the students were not really active enough in the teaching-learning activities.

There are three dominant types of classroom interaction namely teacher-dominated, teacher-centered, and students-centered (Abarca, 2004:128). In this research the researcher found that types of classroom interaction at Eight grade of MTs Nurul Hikmah was teacher-centered. In teacher centered, the teacher controls the students to participate in the classroom and the teacher was more active than the students.

Moreover, there are five types of interaction that occur in the classroom such as Teacher-whole class, Teacher-a group of students, Student-Student, Students-Students, and Students-Teacher. (Dagarin, 2004:159). But the result showed that the interaction that occur in the classroom only three types, they were Teacher-whole class, Students-Students, and Students-Teacher. Teacher-whole class it can be seen from the teacher's activity such as asking questions and giving direction, then the students respond to the teacher's question or direction. Students-students appears in full-class interaction, the students free to talk each other to discuss the material or the topic. Students-teacher reflected when the students asking question about the material they do not understand yet.

There are four types of model of classroom interaction (Byrne, 1987:106), namely type A, type B, type C, and type D. In this research, the researcher found that model of classroom interaction at Eight grade of MTs Nurul Hikmah was type A, because the class activities was controlled by the teacher. And done with the whole class. Controlled conversation and listening were most present here.

The researcher found same result with the result of previous reseachers. The result of the research from Triani (2013) found that the teacher plays dominant part in the classroom and from Rosa (2016) found that the teacher talk has the greatest percentage. It same with this research result that the researcher found from 3 meetings in class A, B, and C at Eight grade of MTs Nurul Hikmah, the percentage of teacher talks was more dominant than students talk.

Therefore, it can be concluded that the classroom interaction that occured during teaching-learning process at Eight Grade of MTs Nurul Hikmah Palam, Banjarbaru involved the teacher and the students. The teacher talk was more dominant than students talk in interaction during the teaching-learning process. The students were not active enough to talk or to express their ideas and feeling to their teacher's explanations and questions.