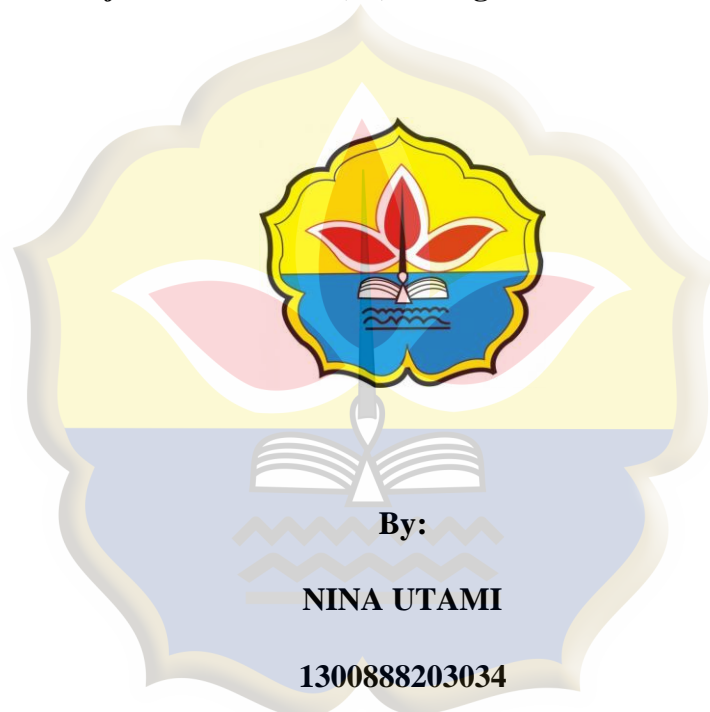


**STUDENTS' PERCEPTIONS IN ENGLISH TEACHERS'
INTERACTION PATTERNS OF THE SECOND GRADE STUDENTS
SMP N 17 BATANGHARI ACADEMIC YEAR 2016/2017**

THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* (S1) in English Educational Study Program**



**ENGLISH EDUCATIONAL STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL
BATANGHARI UNIVERSITY
JAMBI
2017**

APPROVAL

This thesis entitled “Students' Perceptions in English Teachers' Interaction Patterns of the Second Grade Students SMP N 17 Batanghari Jambi Academic Years 2016/2017”. Written by :

Name : Nina Utami
Students' Number : 1300888203034
Majors : Language and Arts
Study Program : English Study
Faculty : Teacher Training and Education

Jambi, 27 November 2017

The First Advisor

The Second Advisor

Dra. Hj. Wennyta, M.Pd

Khidayatul Munawwaroh, M.Pd

Approved by :

**The Head of English Education
Study Program**

**The Dean of Teacher Training
and Education Faculty**

Dra. Hj. Wennyta, M.Pd

H. Abdoel Gafar, S.Pd, M.Pd

LETTER OF RATIFICATION

Nina Utami, NIM 1300888203034, has successfully defended her thesis entitled **“Students' Perceptions in English Teachers’ Interaction Patterns of the Second Grade Students SMP N 17 Batanghari Jambi Academic Years 2016/2017”**, in front of the team of examiners on Wednesday, August 09th, 2017, at 10.45 a.m. and stated to success the examination.

Team of Examiners		
Names	Positions	Signatures
Dra.Hj. Wennyta, M. Pd	Chairman	_____
Khidayatul Munawwaroh, M. Pd	Secretary	_____
Dr. Suyadi, M. Pd	Main Examiner	_____
Nurul Fitri, SS., M. Hum	Second Examiner	_____

Ratified by:

**The Head of English Education
Study Program**

**The Dean of Teacher Training
and Education Faculty**

Dra. Hj. Wennyta, M.Pd

H. Abdoel Gafar, S.Pd, M.Pd

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Nina Utami
Gender : Female
Place, Date of Birthday : Kuap, February 10th 1995
Student ID : 1300888203034
Faculty : Teacher Training and Education
Study Program : English Education

States that the thesis entitled “Students’ Perceptions in English Teachers’ Interaction Patterns of the Second Grade SMP N 17 Batanghari Academic Year 2016/2017” is truly my original work. As far as I know, this thesis does not have any materials previously written or published by another person except those indicated in quotation and references. If it is found that my declaration is incorrect, it is entirely my responsibility.

Similarly, this declaration is made by the writer to be understood.

Jambi, August th 2017

The Writer

Nina Utami

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Alhamdulillah *rabbi'alamiin*, my deepest gratitude to Merciful and Almighty Allah SWT, because of His graces and blessings I can finish this study. In addition, may peace and salutation be given to the great prophet Muhammad SAW who always loves his people.

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I hope this thesis can provide valuable information especially for English Education Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi, August th 2017

The Writer

Nina Utami

DEDICATION

This work is dedicated to:

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- My great parent, Jono and Suwarmi, who always give me support, advices, motivation, attention, and pray for me, my utmost gratitude for their affection and endless love.
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MOTTO

Laa Takhaf Wa Laa Tahzan

Innallaha Ma'ana

“Be not sad or afraid surely Allah is with us”

(Qur'an 9:40)



ABSTRACT

Utami, Nina. 2017. *Students' Perceptions in English Teachers' Interaction Patterns of the Second Grade SMP N 17 Batanghari Academic Year 2016/2017*. Sarjana Thesis. English Education Program. Teacher Training and Education Faculty. Batanghari University of Jambi. Advisor I: Dra. Hj. Wennyta, M.Pd. Co-advisor: Khidayatul Munawwaroh, S.Pd., M.Pd.

Keywords: Students' Perceptions, Teachers' Interaction Patterns

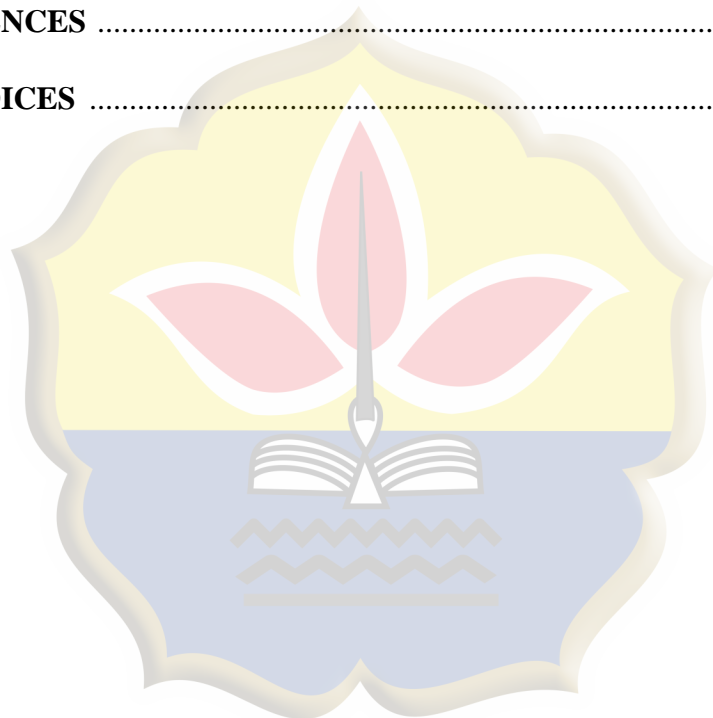
The purpose of this study is to find out the students' perceptions in English teachers' interaction patterns in the learning process at SMP N 17 Batanghari. The method used in this research is descriptive with qualitative approach. The data of this study is collect by using observation and interview. This study involved 45 students of second grade at SMP N 17 Batanghari academic year 2016/2017 as the subject of the study. The researcher found that 24 students (53%) said that their teacher used one-way pattern or lecture method, 13 students (29%) said two-way pattern or asking and answering method and 8 students (18%) said three-way or multi-way or discussion. From the findings, it is show that students' perceptions in English teachers' interaction patterns are very various. They have their own opinion and it is strong reasons. It can concluded that in second grade SMP N 17 Batanghari more dominant use one-way interaction pattern (53%), although sometimes interspersed with other patterns. Basically, the teacher can apply variations of any patterns that feel appropriate in the process of learning to teach English. So, students who are taught do not feel bored to learn with the same patterns and methods every time.

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
LETTER OF RATIFICATION	iii
DECLARATION OF AUTHORSHIP	iv
ACKNOWLEDGEMENT	v
DEDICATION	vii
MOTTO	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF PICTURES	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION	1
1.1 Background of the Research	1
1.2 Formulation of the Problem	4
1.3 Purpose of the Research	4
1.4 Benefit of the Research	5
1.5 Definition of Key Terms	6
CHAPTER II: REVIEW OF THE RELATED LITERATURE	8
2.1 Students' Perceptions	8

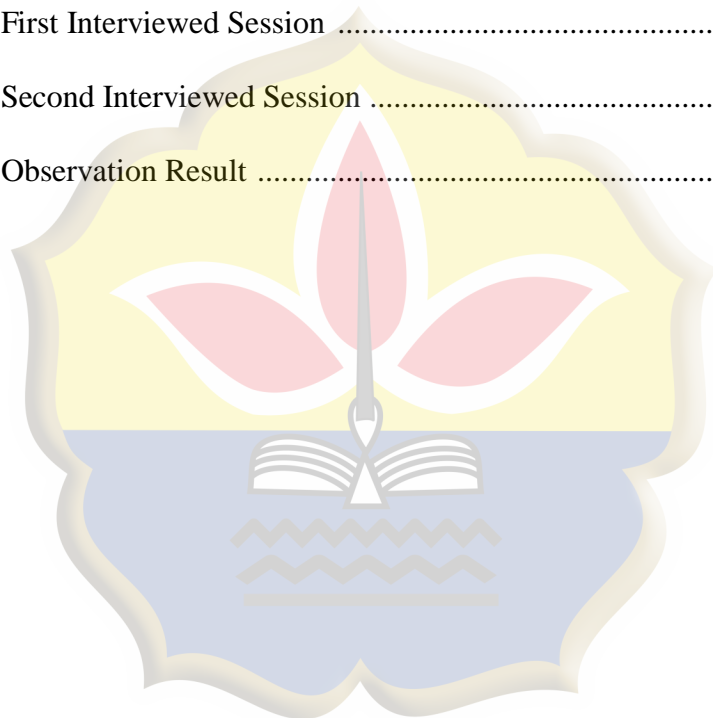
2.1.1 Definition of Students and Perceptions	8
2.1.2 Factors That Affect Perceptions	10
2.2 Teacher Interaction Patterns	11
2.2.1 Definition of Teachers, Interaction and Patterns	13
2.2.2 Kinds of Teachers' Interactions Patterns	15
2.2.3 The Terms of the Interactions	19
2.3 Previous Studies	21
CHAPTER III: RESEARCH METHODOLOGY	24
3.1 Research Design.....	24
3.2 Setting of the Research.....	25
3.3 Subject of the Research	25
3.4 Instruments of the Research	26
3.5 Technique of Data Collection	26
3.6 Technique of Data Analysis	32
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	33
4.1 Research Findings	33
4.1.1 Classroom Observation	33
4.1.2 Interview	34
4.2 Discussion	35
4.2.1 The Result of Observation	35
4.2.2 The Result of Interview	37

CHAPTER V: CONCLUSION AND SUGGESTION	48
5.1 Conclusion	48
5.2 Suggestion	48
5.2.1 Suggestion to Teachers	48
5.2.2 Suggestion to Readers	49
5.2.3 Suggestion to Other Researchers	49
REFERENCES	50
APPENDICES	53



LIST OF TABLES

Table 3.1 Subject of the Research	26
Table 3.2 Observation Guidelines	27
Table 3.3 The Specification of Observation	28
Table 3.4 Observation Result.....	29
Table 3.5 Interviews Guidelines	30
Table 3.6 The Specification of Interviews	31
Table 4.1 First Interviewed Session	34
Table 4.2 Second Interviewed Session	34
Table 4.3 Observation Result	36



LIST OF PICTURES

Picture 2.1 Communication as action or One-way (Lecture)	17
Picture 2.2 Communication as interaction or Two-way (Asking and Answering)	18
Picture 2.3 Communication as a transaction or Multi-way (Discussion).....	19



LIST OF APPENDICES

Appendix 1 Field Observation Guidelines	53
Appendix 2 List of Respondents	58
Appendix 3 Transcript of Interview	60
Appendix 4 <i>SK Bimbingan</i>	80
Appendix 5 <i>Surat Izin Penelitian</i>	81
Appendix 6 <i>Surat Keterangan Penelitian</i>	82
Appendix 7 <i>Kartu Bimbingan</i>	82



CHAPTER I

INTRODUCTION

1.1 Background of the Research

In the globalization era, English study is very important and teachers have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students' understands use the target language. The students' interaction is also important. When they give the appropriate response to the teacher's talk, it means that they understand the language that teacher use. Teacher and student interaction is understood to be an important issue in education, and teacher-student interaction is beneficial for students' learning.

According to Fathurrohman and Sutikno (2007:8) explains that "Every learning and teaching always involves two active agents, namely teachers and students. Teachers as a teacher is the creator of the learning conditions of students in the design deliberately, systematic, and continuous. While the children (students) as a subject of study is a party that enjoys learning conditions created teacher. The combination of these two human elements bore educational interaction by utilizing teaching materials as a medium. In the teaching and learning activities, both (teacher-student) affect each other and give feedback. Because that teaching and learning should be an activity that is lively, full of value and always has a purpose."

According to Sardiman A.M (2011:172) explains that “Education in teaching and learning activities of interaction between teachers and students is an activity that is quite dominant later in activities of interaction between teachers and students in the framework of transfer of knowledge and even the transfer of values, will always require component matching between components each more. Harmony in this case means the components that exist in the teaching and learning activities adjust to each other in order to support the achievement of learning goals for students.”

The process of teaching and learning interactions performed by the teacher in the classroom will influence the course of the learning process. When students cannot ask during learning teaching activities can hinder the process of teaching and learning activities. This process is expected to trigger skills of teachers, so teachers' skills in teaching need to be prepared with the lesson plan as well as possible and interesting as possible. The most important thing in the learning process, namely the creation of good interaction between teachers with students, students with students and students with their environment. This interaction can provide benefits that are good for both schools, because teachers and students do affect one another.

Learning objectives are not mastering the subject matter, but the process to change behavior or students in accordance with the objectives to be achieved. Therefore, the mastery of the subject matter is not the end of the teaching process, but only as an objective of the formation of a wider

behavior. That is, the extent to which the subject matter is controlled by the students can form a pattern of behavior itself.

According to Djamarah (2005:13) explains that “To achieve the learning objectives of course a person depends on the ability of teachers in managing the teaching and learning interactions. Use variations of the interaction patterns to be conducted by the teacher. It is intended to lead to boredom, burnout, and to liven up the classroom for the success of students in achieving goals.”

Learning is the process of teacher interaction with students, students with teachers or students with the students, in this process a students can gain experience of the teacher and his own friends. Then the experience gained by the students will be consulted with their teachers or other students, students will be expected to be able to cope and solve their own problems. With this, it allows the interaction process to develop the students' ability both mentally or intellectually.

Thus the researcher looked at the pattern of interaction is an important element in the learning process, especially the student as a person who becomes the object of learning. According to Kenchine (in Masnur et al 1987:2) “In teaching-learning process communication and interaction patterns are divided into pattern of one-way, two-way pattern and the pattern of the three-way or multi-way allows one to form learning to be more effective in order to achieve the learning objectives.” It is all done in order

to make learning more effective, conducive and productive and can reach satisfactory academic results.

Based on the first observation, the researcher found that teacher only focus on the delivery of materials or student only become the object during the learning process that should both have each other's role during the learning process. Students just listened well, although sometimes many are busy with their own affairs such as play cell phones, doodling even interfere their friends who focus on learning.

On the basis of the problem, the researcher moved to examine more deeply linked to these problems. To answer these problems researcher interested in the title *“Students' Perceptions in English Teachers' Interaction Patterns of the Second Grade Students SMP N 17 Batanghari Jambi Academic Years 2016/2017.”*

1.2 Formulation of the Problem

Based on the background of the problem that has been stated above, the issues discussed in this study is “how are the students' perceptions in English teachers' interaction patterns of the second grade students SMP N 17 Batanghari Jambi academic years 2016/2017?”

1.3 Purpose of the Research

The objectives of this research is find out the students' perception in English teachers' interaction patterns of the second grade students SMP N 17 Batanghari Jambi academic years 2016/2017.

1.4 Benefit of the Research

1. Theoretical Benefits

For consideration and comparison to human resource development in SMP N 17 Batanghari Jambi in the future as well as input and information about good interaction patterns.

2. Practical Benefits

A. For Principal

- 1) As the knowledge about the importance of interaction patterns in the learning process.

B. For Teachers

- 1) Providing knowledge about the importance of good interaction patterns in the learning process.
- 2) As one of teacher skills improvement in establishing communication students.

C. For Students

- 1) To increase the closeness to the teacher.
- 2) Increase the ability of students to communicate with teachers.

D. For Researcher

As an addition to the benefits of knowledge, experience, training and development of the theory to be applied to what is already in the can during the lecture bench.

E. For Readers

As information and become inputs for readers in applying good interaction patterns to children or students in the school.

1.5 Definition of Key Terms

A. Students' Perceptions

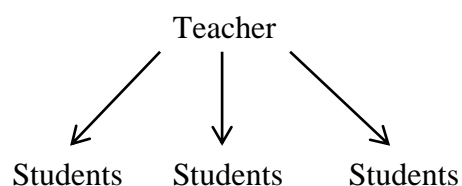
Students' perceptions is students view of a subject that could be effect the interest of the students, it means the perception is a very important something to grow up the interest of the students in the following subject. Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009:32).

B. Teachers' Interaction Patterns

Teachers' interaction patterns is a process of interaction between two human element, namely the student as the learning and teaching of teachers as a party in which there are objectives, procedures and specialty materials teaching in learning activities.

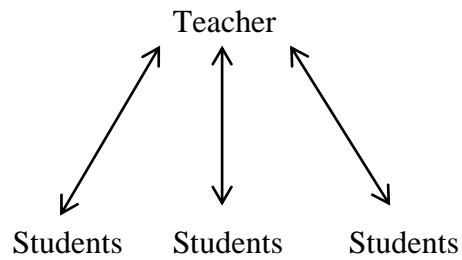
According to Usman in Djamarah (2005:13) explains that there are three types of interaction patterns that are:

a. Teacher – students patterns



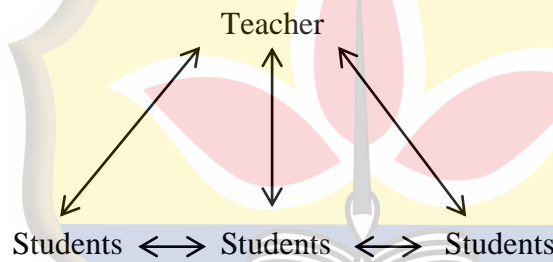
- Communication as actions (One-way)

b. Teacher – students – teacher patterns



- Communication as actions and there are feedback for a teacher (Two-way)

c. Teacher – students – students patterns



- There are feedback for a teacher and students learning together (Three-way or Multi-way)

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Students' Perceptions

All learning process always starts with perception that is after students receive stimulus or a pattern of stimuli from their environment. Perception is considered as the initial level of a person's cognitive structure. If the stimulus received by students is good according to the student then the students will perceive the variation of teaching style of the teacher is good and will result in motivation to motivate learn. Therefore, students' perceptions are students' views of a subject that may affect students' interests, through observed processes obtained and interpreted through sight, experience, planning and being trusted to produce a view on something. Hence perception is very important to cultivate interest in student learning subject.

2.1.1 Definition of Students and Perceptions

A students or pupil is a learner, or someone who attends an educational institution. In Britain those attending university are termed "students". In the United States, and more recently also in Britain, the term "student" is applied to both categories. In its widest use, *student* is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university. When speaking about learning outside an institution, "student" is also used to refer to someone who is learning a topic or who is "a student of" a certain topic or person.

According to Sarwono (2007) “student means any person who is officially registered to follow the lessons in the world of education.” While according to Nata (in Aly 2008) says “pupils (students) defined as persons who want to gain knowledge, skills, experience and personality both as a provision of his life to be happy and hereafter by learning seriously.” From the above explanation can be concluded that students are someone who is undergoing formal education commonly referred to as school.

The term perception is a process of one's activity in giving the impression, judgment, opinion, feel and interpreting something based on the information displayed from other sources. Humans as social beings who are also individual beings, then there are differences between individuals with each other. In fact most attitudes and behaviors are determined by the perception of each individual. According to Sarwono and Meinarno (2011:24) say “In psychology, the general perception of Brazilians is the process of acquisition, interpretation, selection and arrangement of sensory information about another person”. While according to Slameto (2010:102) suggests “Perception is a process that involves the inclusion of the message or information into the human brain, through the human perception in constant contact with the environment. This relationship is done through the senses is the sense of sight, the listener, touch, taste and smell.”

According to Saleh and Wahab (2004:88) explains that “the term usually used to express perceptions of experiences, perception is defined as a process that aggregates and organizes data of the senses to be developed in

such a way so that we can be aware of the circumstances around us, including ourselves aware of.” Saleh (2004:89) argued another definition says that “perception is the ability to discriminate, categorize, focusing attention on one object stimuli, the process of grouping and differentiate this perception involves interpretation process based on the experience of an event or object.” From the above some experts it can be concluded that the perception is the result of an observation that can be explained or interpreted through the sense to know something. So, researchers can draw the conclusion that students’ perceptions is the view of someone who is going to school it means a student to assess- an object includes the presence of objects, events and people through the assessment of the subjective.

2.1.2 Factors That Affect Perceptions

Perception is a response or opinion of an individual nature and easily depending on the condition and ability of a person who votes and psychological nature. There are several factors that influence the perceptions as to which were dictated by Slameto (2010:104) among others:

1. Selective Attention

Human are receiving stimulation from environment but human attention should not respond to all the stimuli that exist but concentrated enough so that not all stimuli serve as the object of observation.

2. Traits Directly

With the characteristic of the stimuli that move will attract stimulus comparable to silent.

3. Values and Needs of Individuals

Individual needs and values which give the perception will affect the perception itself, one example as an artist, has a different view with someone who is an artist, pattern and taste somewhat different in looking at one thing.

4. Previous Experience

How a person perceives something very influenced on previous experiences.

Furthermore, the factors that influence perception are supported by Thoha's opinion (2002: 122) there are three factors that influence perception: people who do perception, object or event in perception and perception environment.

From the opinion of these experts concluded that the perception is influenced by several factors lies in the offender's perception, the object perceived and perception of the situation.

2.2 Teachers' Interaction Patterns

Interaction is occurred every day in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of

realizing its objectives. Interactions occur every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Chaudron (1988:10) states that Interaction is viewed as significant because it is argued that:

- a. Only through interaction, the learner can decompose the Target Language structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate Target Language structures into their own speech (the scaffolding principles), and
- c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Moreover, Allwright and Bailey (1991:25) states that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process.

Furthermore, Rivers (1987:6-9) stated that the teacher in teaching learning process should not be too focus on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while

keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

In the classroom, the predominant type of discourse is there phase a teacher initiation, pupil response, and teacher feedback (Ellis, 1988:97). Based on Barnes (1976) and Sinclair and Coulthard (1975) (cited in Ellis, 1988:97), they refer those phase as IRF phase (initiation, response and feedback).

2.2.1 Definition of Teachers, Interaction and Patterns

Early education research has converged on effective teacher-child interactions as essential to promoting young children development. These interactions are the daily back-and-forth exchanges between teachers and children throughout each day which can be both social and instructional in nature. High quality interactions in which teachers provide ongoing feedback to children, facilitate children language and vocabulary, and encourage students to think. For example lead to greater growth in preschoolers, pre-reading, and math skills.

According to Al-Ghazali (in Susanti: 2011) teachers are assigned in an organization to provide knowledge to students and in turn he was a wage or honorarium. While McLeod (2009) explains that the teacher is someone whose job it is to teach others. Thus, we can conclude that the teacher is to

give someone the job of teaching others and will receive salary or honorarium. The conclusion is teachers are professional educators whose primary task is to educate, teaching, guiding, directing, train, assess, and evaluate students in order to achieve a goal.

The interactions between a teacher and children in the classroom may be considered the most powerful drivers of development in the educational context. From an ecological viewpoint on child development, interactions with relevant care-givers first and with teachers later represent examples of the so called proximal processes (Bronfenbrenner & Morris, 2006). According to Downer, Sabol, & Hamre, 2010; Sabol & Pianta, 2012 “Interactions that form supportive, organized and warm teacher-child relationships have been linked to children’s emotional and behavioral regulation, social competence, and general academic achievement.” While Wiewiet (2008) explains that "Interaction is a type of action or the action that occurs when two or more objects affects or has the effect of each other." Based on the above definition it can be concluded that the interaction is a human relations that mutually affect one another both in the relations between individuals, between groups and between individuals and groups.

As social beings, humans in everyday life need relationships with other human beings. The relationship occurs because people need each other to be able to meet their needs. Because humans can not escape from other human beings and can not do alone. Human tendency is related to make a pattern of communication with other human being. Communication patterns

occur because of mutual need through an interaction. According Alya (2009: 558) mindset is something that a person received and used as a guide, as it receives from the surrounding community. Patterns originated as an architectural concept by Alexander (1977) Patterns and pattern languages for describing patterns are ways to describe best practices, explain good designs, and capture experience in a way that it is possible for others to reuse this experience. In addition to the patterns Alexander defined a set of rules e.g. a pattern language in which patterns could be meaningfully combined. So, the researchers found that the pattern is a guiding thought to perform an activity.

Conclusion of the above definition teachers' interaction patterns is an activity to create a relationship of mutual influence between teachers and students during the process of learning in the classroom and a process of interaction between two human element, namely the student as the learning and teaching of teachers as a party in which there are objectives, procedures and specialty materials teaching in learning activities.

2.2.2 Kinds of Teachers' Interaction Patterns

Learning is a process attempts by individuals or groups of conscious and purposeful. Through the learning process of interaction can function as a medium of communication in order to bring changes in the form of knowledge, understanding, skills and attitudes. Interaction patterns needed as way to work or forms of communication direction. Patterns in question is the way to work or communications done by teachers with

students, students with teachers and students with a student. So, in interaction patterns needed forms or types of interaction patterns as a way of working or form that interaction is done by teachers with students, students with teachers and students with a student.

There are three patterns of communication between teachers and students in the educational process, namely communication as action, communication as interaction and communication as a transaction. Communication as action or one-way, puts teachers as the action giver and students act as receiver action (active teachers and students passive). Teaching is seen as activities convey the lesson material. In communication as interaction or two-way, teachers act as a conduit of the action or the action recipients. As well as, students can act as giver or receiver of the action too, between the teachers and the students happened dialogue or a conversation. In communication as a transaction or multi-way, communication does not occur between teachers and students only. Students demanded more active than the teacher, the teacher here serves as a source of learning for other students.

According to Sumiati and Asra (2008:65) "In the learning process, communication patterns that occur occasionally are one-way, two-way or multi-way". For more details can be described as follows:

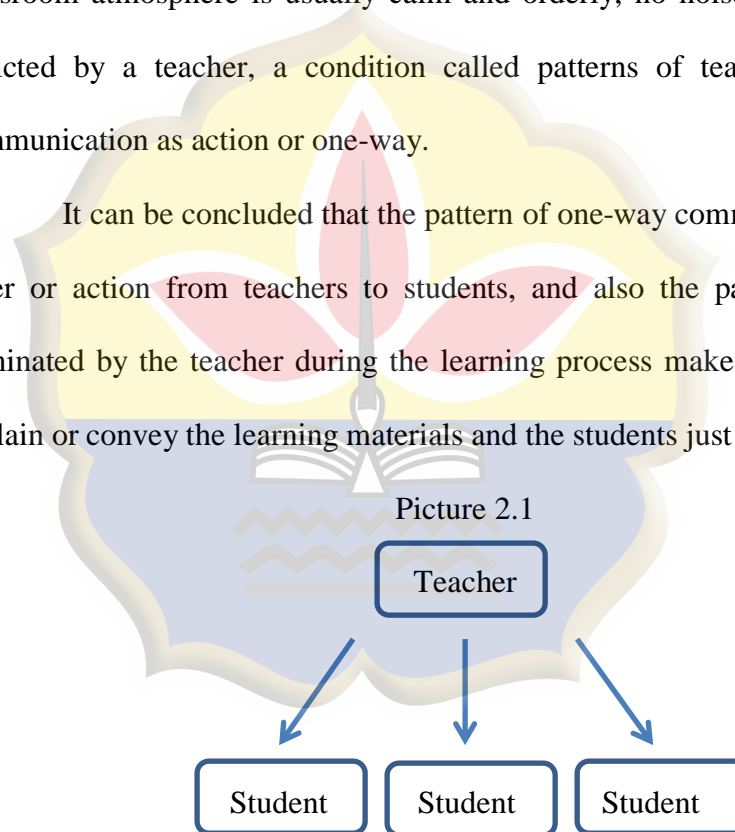
A. Communication as action or one-way (Lecture)

Sustainability of one-way communication is usually dominated by the teacher, because when the learning process occur only teachers who play

an active role. Teachers simply deliver learning materials so dominant role of the students become more passive, students just listening and teachers only deliver the materials.

One-way communication occurs if the learning process takes place by means of delivery of learning material from the teacher to the student, so the direction of the communication is from the teacher to the student, the classroom atmosphere is usually calm and orderly, no noise, except those inflicted by a teacher, a condition called patterns of teacher - student communication as action or one-way.

It can be concluded that the pattern of one-way communication as a giver or action from teachers to students, and also the pattern that was dominated by the teacher during the learning process makes teachers only explain or convey the learning materials and the students just listen well.

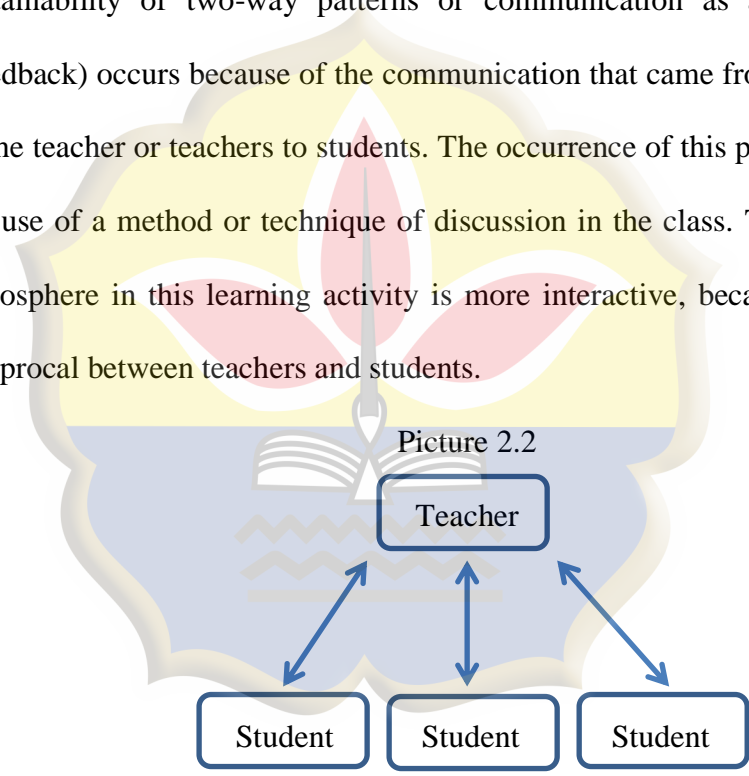


B. Communication as interaction or two-way (Asking and answering)

Two-way communication in the learning process allows the reverse flow of communication (from the student to the teacher and from the teacher to the student). This communication occurs when the learning process is done, for example by using a method or technique of discussion

(debriefing), the classroom atmosphere with a pattern of two-way communication more vibrant and dynamic, characterized by the presence of feedback for teachers even though there is no communication between the students, in this condition called the pattern of teacher - student - teacher with communication as interaction.

From the above explanation can be concluded that the sustainability of two-way patterns or communication as an interaction (feedback) occurs because of the communication that came from the student to the teacher or teachers to students. The occurrence of this pattern because the use of a method or technique of discussion in the class. The classroom atmosphere in this learning activity is more interactive, because there is a reciprocal between teachers and students.

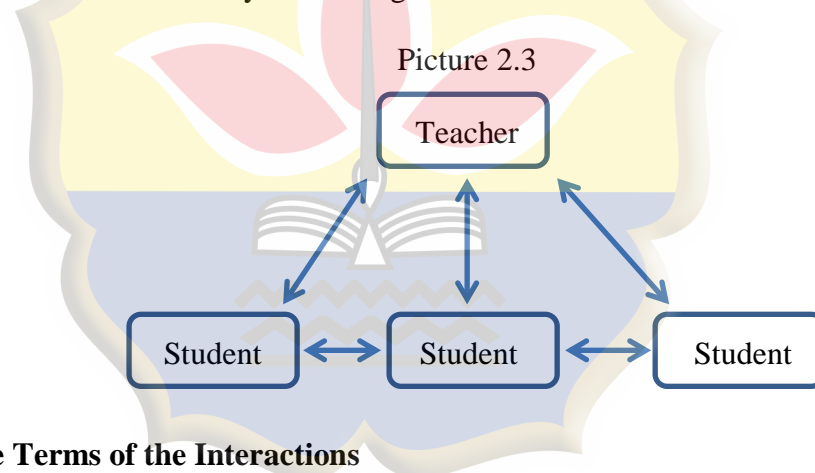


C. Communication as a transaction or multi-way (Discussion)

Communication multi-way in the learning process allows the communication direction to all corners of the classroom and communication in the classes take place on a reciprocal basis, way communication can occur from teacher to student, student to student and student to teacher, the classroom atmosphere allows the interaction of teaching and learning in

vibrant and dynamic, to increase the activity of learning, communication patterns created by the teacher must be varied (have lots of directions), characterized by the presence of feedback for teachers, for communication not only between teachers and students but also students with students. The classroom atmosphere called pattern teacher - student - students with communication as a transaction.

From the above explanation can be concluded that the multi-way communication can allow more interactive learning process between teachers and students. With reciprocal conducted by teachers and students can enhance the activity of learning in the classroom.



2.2.3 The Terms of the Interactions

According to Setiadi (2007:94) says "for the occurrence of a social interaction needed two terms, that is social contacts and communication".

For more details can be described as follows:

A. Social contacts

Individual or group actions in the form of gestures that have meaning or significance for the perpetrator and the recipient reply to

this action with their reaction. Based on how social contacts consist of two kinds:

1. Social contact direct or reciprocal relations between individuals and between groups occurred physically, such as talking, smiling, body language, various other actions such as hitting and so forth.
2. No direct social contact, that contact that occurs in the presence of a mediator or intermediary such as television, newspapers, radio, email, and tools or other intermediaries.

B. Communication

A process in which a person or a few people, groups, organizations and communities creates and uses information in order to connect with the environment and others. According to the definition of Glueck who explained that the communication can be divided into two forms, as follows:

1. Interpersonal communication is the process of exchange of information and transfer of understanding between two or more people in a small group of men.
2. Organization communications is the process whereby the speaker systematically provide information and insight to move that many in the organization and to individuals and institutions outside of which there is a relationship.

2.3 Previous Studies

Many researchers have previously examined the various patterns and interactions that occur in the learning process between students and teachers. Of the many researchers some previous studies which related with this research are:

- a. Kasim with title "Classroom Interaction in the English Department Speaking Class at State University of Malang" *JURNAL ILMU PENDIDIKAN, OKTOBER 2004, JILID 11, NOMOR 3* shows that This study is intended to investigate classroom interaction during the learning-teaching process in a speaking class which includes finding out patterns of CI occurring during the learning-teaching process in a speaking class, the dominant patterns of classroom interaction in the learning-teaching process in a speaking class, types of interactional features used by the teacher and students in the learning-teaching process of a speaking class; to examine the facilitation of a speaking skill; and to describe the students' communicative ability at the beginning and at the end of a speaking class. In this research, the researcher only focused in speaking class and students' speaking ability. While in my research focus in general class and interactions that occurs within the classroom between teacher and student.
- b. Rohman with title "Teacher and Students Interaction Pattern in Class VIII SMP Muhammadiyah 3 Surabaya" *Paradigma. Volume 02 No. 03 Year 2014* shows that Social interaction is the relation between two or

more individuals man. Where behavior individual that one affecting, turn, or correct manners individual another. Elements of social interaction, namely imitation identification, suggestion; sympathy for and empathy have a major influence on the pattern of social interaction. It was also in relation between teachers and students at the time of learning process. In the process of teaching-learning there is a pattern social interaction involving students and teachers. This research is qualitative by using the theory of the interaction social. This research is located in Surabaya SMP Muhammadiyah 3 with the subject of study of teachers and students. The technique of research using data observation and an interview. Engineering analysis of data use Triangulation. Data obtained from social interactions that result there are imitation, suggestion, identification, sympathy, and empathy. In this research, the researcher focuses on the social interactions that occur in the school environment, whereas my research focuses on interactions that occur in the second grade of junior high school between teacher and students there.

- c. Pianta with tittle “Effective Teacher-Student Interactions: Measuring and Improving Classroom Practice” Classroom Assessment Scoring System *CLASS_PolicyBrief_2009 University of Virginia* shows that this study define and measure quality in early childhood education have yielded limited results. We now know that many of the more commonly debated regulations intended to improve the quality of classrooms (i.e.,

class size, teacher education, and credentialing) are not sufficient to ensure that children make academic and social progress. Likewise, the implementation of different curricula has done little to improve student achievement, because it is teachers' facilitation of learning objectives not simply having the curriculum box on the shelf that determines whether children benefit from instruction. Consistent evidence suggests that if we want to improve children's academic achievement and social skill development, we need to focus on how teachers instruct and relate with children. Education, professional development, and monitoring and evaluation. Moreover, teachers increase their competencies, become more effective teachers, experience greater job satisfaction, and remain in the field of teaching. Most importantly, more effective teacher-student interactions and improved teacher outcomes lead to enhanced outcomes for children learn more and develop the social skills necessary for future achievement. In this research, the researcher focused in developing the social skills with observed the classroom practice. While in my research focus in interaction that occur between students and teacher.

This research equation is equally aims to determine interaction patterns that occur in the school environment. In addition, this study also uses the same data collection techniques that are observation and interview. While the difference lies in the purpose of the research, setting, place, time and media used.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The method used in this research is descriptive qualitative research. Descriptive research is research that gives an idea of something that examined what it is. According to Selltiz *et al.*, *op. cit.*, (2004:38) that is a descriptive research is "research that aims to describe or explain something of the state of affairs as it exists at present. As data are collected, they should be examined for completeness, comprehensibility, consistency and reliability". While according to Kothari (2004:3) Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or do certain things), we quite often talk of 'Motivation Research', an important type of qualitative research. This type of research aims to discover the underlying motives and desires, using in-depth interviews for the purpose. So, this research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how / when / why the characteristics occurred.

The strategy of this research is a case study, which investigated carefully a program, event, activity, process, or group of individuals. The cases are limited by time and activity, and researcher collected information fully (Exploring a process). Case study in this research is to determine the

interaction patterns between teachers' and students' in second grade students SMP N 17 Batanghari Jambi.

3.2 Setting of the Research

This research will be conducted at SMP N 17 Batanghari Jambi in Jl. Jambi - Ma. Bulian Km.36 Kel. Jembatan Mas Kec. Pemayung Kab. Batanghari Jambi. The locations are taken purposively as the research area because easy to get data and ever socialize there.

3.3 Subject of the Research

Sources of data in qualitative research can be taken from the informant related research problems. The researcher will take the students at the second grade students SMP N 17 Batanghari Jambi. The subject for a research study should be selected using random sampling. According to Sugiyono (2009:117) random sampling is a technique that is simple because sampling of the population was randomly without regard to the level that exists in the population.

Arikunto (2006:131) asserts that the mere square off when the subject is less than 100 person more better if taken all, so the subject of research is population. Furthermore, if the source is greater than 100 person so can be taken between 10% -15% or 20% -25% or more. There were 150 students, consist of five classes. Researcher has been taken 30% of the total students a number of 45 students. In each classes has been taken 9 students randomly to be interviewed. Researcher also come into each learning session, it is intended that researcher can simultaneously observe or monitor

teaching and learning activities before interviewing students in each class, this is also on the subject of the teacher's suggestion.

Table 3.1
Subject of the research

Class	Students	Sample of interview	Sample of Observation
VIII A	29	9	✓
VIII B	31	9	✓
VIII C	30	9	✓
VIII D	29	9	✓
VIII E	31	9	✓
Total	150	45	5

Sources: Arikunto

3.4 Instruments of the Research

Two kinds of instruments were used in this study. One observation for obtaining the data of the interaction patterns and the other one was interview for getting the data about students' perceptions.

3.5 Technique of Data Collection

In this research, researcher used two data collection techniques, namely:

1. Observation

Observation is the activity of researcher that looking at what people actually does, to obtain the information needed to continue a study. "Through observation, the researcher learning about behavior and the meaning attached to those behavior" Marshall (1995 in Sugiyono 2007:64).

Meanwhile, according to Nasution (1988) states that observation is the basis of all science. Scientists can work based on data that is facts about the real world gained through observation. So, observation method is related with study of people behavior and context in which behavior occurs. In this research, observation technique used to amplify the data, especially in learning activities and the results of these observations at once to confirm the data that has been collected through interviews with actual reality. These observations are used to observe directly and indirectly on the patterns of interaction in the learning process of students in the second grade students SMP N 17 Batanghari Jambi.

Table 3.2
Observation Guidelines

No	Aspects Observed	Indicator	Subject Observed
1	The implementation of one-way interaction patterns.	<ul style="list-style-type: none"> ✓ The teacher explains the lesson. ✓ Students listen and heed to the lessons explained by the teacher without asking the material. 	Teachers and students during the learning process.
2	The implementation of two-way interaction patterns.	<ul style="list-style-type: none"> ✓ The teacher gives questions and responses about the material presented to the students. ✓ Students answer the questions and respond to the material described by the teacher. 	Teachers and students during the learning process.
3	The implementation of three-way or multy-way interaction patterns.	<ul style="list-style-type: none"> ✓ The occurrence of cooperation between teachers and students in teaching learning process. ✓ Students interact in the learning process and the teacher acts as a facilitator (source to ask). 	Teachers and students during the learning process.

Sources: Sugiono 2009:103

From the above guidelines, researcher can observe the pattern used by teachers in the classroom during the learning process took place and see if that teacher is applying variations of patterns in teaching and then the researcher make the following details below:

Table 3.3
The Specification of Observation

No	Indicator	Observation results	
		Yes	No
1	The teacher explains the lesson.		
2	Students listen and heed to the lessons explained by the teacher without asking the material.		
3	The teacher gives questions and responses about the material presented to the students.		
4	Students answer the questions and respond to the material described by the teacher.		
5	The occurrence of cooperation between teachers and students in teaching learning process.		
6	Students interact in the learning process and the teacher acts as a facilitator (source to ask).		

Sources: Hidayat, 2014.

After doing the observations in the class, the researchers write the observation results into the table as below. This is intended for easy to read results and easy to understanding. Details of the specification can be seen in Appendix.

Table 3.4
Observation Result

No	Type of Patterns	Class				
		VIII A	VIII B	VIII C	VIII D	VIII E
1	One-way interaction patterns					
2	Two-way interaction patterns					
3	Three-way or Multy-way interaction patterns					

Sources: Hidayat, 2014.

2. Interview

Esterberg (2002:72) defines interviews as the meeting of two persons who exchange information and ideas through question and answer in order to find meanings in a certain topic. Meanwhile, according to Stainback (1988:72) explains that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone. The interview is a conversation with a specific purpose which is carried by the t wo parties, the interviewer and the interviewees. Interviews were conducted with two forms, namely:

- a. Structured interview, conducted through the questions that have been prepared in accordance with the problems to be studied;
- b. Unstructured interview, conducted if there are answers to these questions evolve beyond structured but cannot be separated from the problem of research.

Sources: Esterberg (2002:73-74)

The researcher used mobile phone as instrument to record the data from the interviewees. Note taking technique also used as other instrument to get addition information during the interview. After the data had been collected, the researcher grouped the students' perceptions into students' opinion and students' preference toward their teacher' interaction patterns. In this study, the interview is used for communication with related parties or research subjects, among others, principals, teachers and students in order to obtain an explanation or information about things that are not contained in other data collection techniques. While the observation is used to see first hand the behaviors and patterns used by English teacher in the classroom when the learning process occurs.

Table 3.5
Interviews Guidelines

No	Aspects Interviewed	Subject Interviewed
1	The implementation of one-way interaction patterns	Second grade in SMP N 17 Batanghari Jambi
2	The implementation of two-way interaction patterns	Second grade in SMP N 17 Batanghari Jambi
3	The implementation of three-way or multy-way interaction patterns	Second grade in SMP N 17 Batanghari Jambi

Sources: Masnur et al 1987:2

From the above guidance, the researcher can make inquiries about the patterns used by the teacher in the classroom during the learning process to the students and to know the students' perception of the patterns and the way of teaching in classroom. So the researcher makes a question as below:

Table 3.6
The Specification of Interviews

No	Interviews Question	Subject
1	Do you understand when the teacher asks question using English?	Second grade in SMP N 17 Batanghari Jambi
2	Does your teacher engage students to take an active role in learning activities? In your opinion how do teacher build an active role of students in the classroom?	Second grade in SMP N 17 Batanghari Jambi
3	In your opinion, what method does your English teacher use when teaching in the classroom? (Lecture / Asking and answering / Discussion)	Second grade in SMP N 17 Batanghari Jambi
4	Do you feel bored while your teacher is teaching by using lectures/asking and answering/discussion? Why?	Second grade in SMP N 17 Batanghari Jambi
5	In your opinion, what is the most effective method to learn English? Lecture, asking and answering or discussion? Why?	Second grade in SMP N 17 Batanghari Jambi
6	Is your English teacher willing to be invited to a discussion of the material that has been taught?	Second grade in SMP N 17 Batanghari Jambi
7	Does your English teacher just explain the subject matter without giving the opportunity for students to ask? In your opinion what should your teacher do?	Second grade in SMP N 17 Batanghari Jambi
8	Is your English teacher asked questions about the lesson when students started to not pay attention to the teacher's explanations in the class? How is your opinion about it?	Second grade in SMP N 17 Batanghari Jambi
9	Is your English teacher gives you time to discuss with your friends talking about the lessons that are being discussed? Usually what does the teacher do during discussion take place?	Second grade in SMP N 17 Batanghari Jambi
10	In your opinion what kind of interaction patterns currently practiced your English teacher in the classroom? How is your opinion about it?	Second grade in SMP N 17 Batanghari Jambi

Sources: Muarif H 2014:40

After the data were collected, the researchers classified the students' perceptions into the interaction patterns that were being studied i.e.

one-way, two-way or multi-way interaction pattern and directly input into variables below:

$$\text{Result} : \frac{\text{total students}}{\text{total sample}} \times 100\% = \quad \%$$

$$\text{Example} : \left\{ \text{Result} : \frac{24}{45} \times 100\% = 53\% \right\}$$

(Satya Wacana, 2012)

From the variables the researcher know which pattern is most often used in the process of learning second grade SMP N 17 Batanghari.

3.6 Technique of Data Analysis

The data analysis was conducted after all the data collected. Data analysis is the process of organizing and sorting data into patterns, categories and basic outline of the unit so you can find the theme and can be formulated as working hypotheses suggested by the data. Data analysis work is organize, sort, classify and provide a unique code and categorized, the data management aims to find a theme and a working hypothesis which eventually promoted to substantive theory. So, in analyzing qualitative research, there are some steps that researcher did to analyze the data:

1. The researcher collected the data by using interview and observation to know students' perceptions in teacher' interaction patterns there.
2. The researcher presented the interview and observation result.
3. The researcher explained the finding of interview and observation data.
4. The researcher gave conclusion and suggestion based on the result of the research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 Classroom Observation

Beside the data from interview, there was additional data from classroom observation. When observed a second grade in SMP N 17 Batanghari, researcher have seen, noted and recorded what of teacher did in class.

Of the five classes in SMP N 17 Batanghari, researcher found that they were taught by the same teacher, Mr. Aprizal S.Pd. Then from the data observation found that the teacher in second grade used two method for teaching that are *communication as action or one-way* and *communication as interaction or two-way*.

This was deduced from observations in the classroom for 5 days, when the researcher made observations following the activities of teaching and learning by teacher. Activities in these five different classes have similar activity schedules. From the above activities can be concluded that the early activities of teaching, the teacher gave lectures and several times gave a question to the students. But in the middle of the lesson the teacher was likely to let the child learn by themselves (not the discussion), the teacher was often sitting at the desk of the teacher and silent, attention to his students. Although, sometimes many students who was more like to chat and play in class. Whereas the teacher tried several times in the class to

make questions and answers session about the material but most students prefer to keep quiet, only some people sometimes respond to the teacher's questions.

4.1.2 Interview

Based on the interview to the students, the researcher found the data of students' perceptions in teachers' interaction patterns. There were 45 students from second grade SMP N 17 Batanghari who were interviewed in this study. From this activity obtained various perceptions of second graders of SMP N 17 Batanghari taught by Mr. Aprizal. The interview was conducted in two sessions, see table below:

Table 4.1
First Interviewed Session

No	Date	Student	Times
1	Monday, 03 April 2017	5	13.35 – 14.00 p.m
2	Tuesday, 04 April 2017	5	12.40 – 13.15 p.m
3	Wednesday, 05 April 2017	5	12.40 – 13.15 p.m
4	Thursday, 06 April 2017	5	10.25 – 10.40 p.m
5	Friday, 07 April 2017	5	09.30 – 09.45 p.m
Total		25	

Table 4.2
Second Interviewed Session

No	Date	Student	Times
1	Monday, 15 Mei 2017	4	13.35 – 14.00 p.m
2	Tuesday, 16 Mei 2017	4	12.40 – 13.15 p.m
3	Wednesday, 17 Mei 2017	4	12.40 – 13.15 p.m
4	Thursday, 18 Mei 2017	4	10.25 – 10.40 p.m
5	Friday, 19 Mei 2017	4	09.30 – 09.45 p.m
Total		20	

Approximately 5 students from five classes were interviewed each day at the first interview session, then 4 students for the second interview.

Interviews are conducted while students are at rest or when the teacher gave permission to interview students outside the classroom during teaching learning process occur. On Monday was done at the last hour, Tuesday and Wednesday on the second break, and then on Thursday and Friday at the first break. Usually if the break time is not enough to interview the students then the interview resumed after school. Interview was held for 5 days, this followed their English lesson schedule so that in addition to interviews researcher can observed the classroom. Details of the specification can be seen in Appendix.

4.2 Discussion

4.2.1 The Result of Observation

In this study, to know the interaction patterns in learning English in SMP N 17 Batanghari, the first stage is done was the observation. After attending the five-day teaching and learning process the researcher found that Mr. Aprizal dominant teaching used two methods of lecturing and interspersed with asking and answering method. The result of such observations was Mr. Aprizal used a one-way pattern because Mr. Ap always speak in front of the class without involving his students and then interspersed with two-way pattern with gave some questions that are ejected to stimulate the active students but the reality was more students just silence listening what the teacher talked. Conclusions from the results of this observation as below:

Table 4.3
Observation Result

No	Type of Patterns	Class				
		VIII A	VIII B	VIII C	VIII D	VIII E
1	One-way interaction patterns	✓	✓	✓	✓	✓
2	Two-way interaction patterns	✓	✓	✓	-	-
3	Three-way or Multy-way interaction patterns	-	-	-	✓	✓

From the table above can be concluded that Mr. Ap uses more lecture method than with asking and answering method and discussion in learning process. He used questioning methods in class VIII A, B and C, discussion methods in class VIII D and E, while the lecture method was used in each class. From Some students obtained information that the use of asking and answering method and discussion is only used based on material of the lesson only. If it requires that the activity be held then this method is applied, if not then the students more often listen to lectures from the teacher or be commanded to reading a books and doing the exercises, can also create a group form and discuss a material then presented in front of the class. That means both of these methods are not daily activities in class. While Mr. Ap said that his decision to apply different patterns or methods in each class caused by the contents of the subject matter that day was taught, as well as the level of ability of students in receiving lessons.

Thus, the result of this observation is a reference to hold continue research that will be used as research material about how are the students' perceptions on interaction patterns in learning English in SMP N 17

Batanghari. To find out student perceptions of the pattern of interaction researchers using interview methods to obtain information.

4.2.2 The Result of Interview

In collecting the data, to get information about students' perceptions the researcher interviewed 45 students from five different classes by giving 10 questions related to interaction patterns in the classroom. When viewed on the results of observation and interviews, the tendency of teachers using lecture and asking and answering methods or better known in this study is a one-way and two-way pattern, because this method is a means to motivate children to have a great sense of curiosity and so that students are active in Learning. While the discussion method (three-way or multi-way pattern) is rarely used because the preparation and the media used must exist and vary, this is intended to support the continuity of this pattern. Here is an explanation of the interview:

A. One-way interaction

One-way interaction pattern means conveying information, giving explanations, and giving descriptions, this activity is verbal so students should listen. To support this pattern is necessary also other tools such as whiteboard, drawings or models and so on while the teacher gives a review. Usually teachers are more often standing in front of students to explain.

During the interview process as many as 24 students (S₁, S₂, S₃, S₄, S₅, S₆, S₈, S₁₀, S₁₁, S₁₂, S₁₆, S₂₁, S₂₂, S₂₇, S₂₈, S₂₉, S₃₃, S₃₄, S₃₅, S₃₆, S₄₀, S₄₁, S₄₃, S₄₅) said that their English teacher use lecture method. it is means that

their teacher used a one-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₂, S₁₂, and S₂₈.

R = Researcher S = Student

▪ Interview with S₂

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Menurut pendapat saya sih kak, bapak itu menggunakan metode ceramah berarti pola satu arah kak, karena hanya ngomong be didepan kelas.

“In my opinion, Sir Ap was using the lecture method it is mean One-way pattern miss because only talking in front of the class”

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : yah, bosan kak dan kurang paham jugo. Bapak tu kadang suaranya kecil jadi kami yang dibelakang gak kedengaran.

“Well, bored and less understand too miss. Sometimes Mr. Ap sounds small so we who in behind does not hear his sound”.

(Subject Female)

S₂ said that her English teacher using the lecture method during the English lesson, this shows that the teacher implements a one-way pattern. Because S₂ seat in behind of the class, she does not really understand and hear what the teacher talked.

▪ Interview with S₁₂

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Menurut pendapat saya, itu pola satu arah kak Nina, kayak yang kakak jelasin tadi. Pola satu arah tu dominan ke ceramah.

“In my opinion, it's a one-way pattern Ms. Nina. Like you said before the one-way pattern is dominant to the lecture method.”

R : Bagaimana pendapat anda tentang hal itu?
"How is your opinion about it?"

S : yah, kalau saya gak masalah kak. Asal jangan keseringan, nanti bosan.
"Well, if i do not trouble Miss. Just do not that frequently, later bored".

(Subject Male)

S₁₂ said that English teacher uses a one-way pattern during the English lesson. This shows that the teacher applies the lecture method to the lesson. It is not a problem of origin not too often, because if always uses that method it can make students bored faster.

▪ Interview with S₂₈

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?
"In your opinion what kind of interaction patterns currently practiced your English teacher in the classroom?"

S : iya kalau saya ni kak Nina pola satu arah, kebiasaan bapak tu cerita didepan kelas terus juga cuma menjelaskan saja sampai akhir.
"Yes, if my opinion Ms. Nina, One-way pattern because my teacher only telling material in front of the class and explain it until the end".

R : Bagaimana pendapat anda tentang hal itu?
"How is your opinion about it?"

S : yah, kalau saya gak masalah kak. Karena saya bisa mengetahui banyak kosa kata bahasa Inggris.
"Well, if i do not trouble Miss, because I can know a lot of English vocabulary".

(Subject Female)

S₂₈ said that the teacher only explain the material in front of the class to the end, this means the teacher uses a one-way pattern that is

lectures. But this student said that it is okay for her, because she can learn more English vocabularies.

From some sample samples above can be concluded that from 45 students who interviewed around 24 students said that their English teachers apply a one-way pattern because their English teacher only lectures (explaining the material to the end) in front of the class and 21 other students said that their teacher implements other interaction patterns in the classroom. The average answers from these 24 students are almost identical to the various reasons that strengthen each of their answers. The shortcomings of this lecture method are the students become more passive, making the children bored and sleepy and then difficult to know the absorption of students.

B. Two-way interaction

Two-way communication in the learning process allows the feedback in the communication that comes from students to teachers, but also from teachers to students. This kind of communication occurs if the learning process is done by question and answer method or not just lecture. A classroom atmosphere with a much more dynamic two-way interaction pattern from one-way interaction pattern because communication that seems boring. This pattern of two-way interaction is characterized by feedback for teachers despite the lack of even communication between students. The pattern of two-way interaction is the pattern that is considered the most

effective and appropriate to improve motivation and student learning outcomes.

During the interview process as many as 13 students (S₇, S₁₃, S₁₄, S₁₈, S₁₉, S₂₃, S₂₅, S₂₆, S₃₀, S₃₂, S₃₈, S₃₉, S₄₄) said that their English teacher use asking and answering method. it is means that their teacher used a two-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₇, S₂₆, and S₃₉.

R = Researcher

S = Student

▪ Interviews with S₇

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Kalau diliat-liat dua arah kak Nina, soalnya kan bapak tu sering menggunakan metode tanya jawab gitu.

“If i look at two-way Ms.Nina, because sir Ap often uses asking and answering method”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah bagus – bagus aja kak. Paling tidak saya dapat kata – kata baru dan mulai belajar mengucapkannya.

“Well good Miss. At least I got new words and started learning to pronounce them.”

(Subject Male)

This student said that his teacher applies a two-way pattern, because often used the asking and answering method. With this method the student gets new words and learns to pronounce the new vocabulary he gets.

▪ Interviews with S₂₆

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Pola dua arah kak, sebab kebanyakan bapak itu bertanya dan kadang kami bertanya.

“Two-way pattern Miss, because most of the teacher asked and sometimes we ask too”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Bagus sih kak, tapi kadang kami kaget juga karena kurang persiapan jika ditanya mendadak.

“Good Miss, but sometimes we are surprised also because of lack of preparation if asked suddenly.”

(Subject Female)

This student said that her English teacher only use question and answer method in teaching and learning process. So, can conclude that Mr. Ap uses a two-way interaction pattern. But because lack of preparation this student sometimes was surprised if her teacher asked suddenly, this lack of preparation could be because these students did not pay attention, missed the material or even did not understand the subject matter.

▪ Interviews with S₃₉

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Kalau dari penjelasan kak Nina tadi, pola dua arah lah. Soalnya pak Ap sering melemparkan pertanyaan kepada kami dan beberapa dari kami ada lah yang bertanya balik ke bapak tu.

“If from Ms.Nina explanation earlier, two-way pattern, because Mr. Ap often ask questions to us and some of us asked back about the material to Mr. Ap”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Bagus. Jadi bisa melatih kemampuan berbahasa Inggris saya kak.

“Nice. So, I can practice my English ability Miss.”

(Subject Female)

This student said that her teacher uses a two-way interaction pattern because often throw questions to his students and receive feedback from his students. Through this pattern the student can develop and practice her English ability.

From some sample samples above it can be concluded that from 45 students who interviewed 13 students said that their English teacher implements a two-way pattern because their English teacher throws questions and receives feedback from students several times. The average answer of these 13 students is almost identical to the various reasons that reinforce each of their answers. But in this pattern there are some a shortage start from the amount of time wasted because students need time to find answers from the questions gave by teachers and also make students afraid because not ready to answer questions directly addressed to him.

C. Three-way or multi-way interaction

A three-way pattern or multi-way is a rarely used pattern in learning activities. In a three-way pattern the method used is the method of discussion. Actually this method is rarely used in English lessons, most of these methods used in history lesson. In English lesson if you want to use the method of discussion should prepare a more variety of tools and learning media.

During the interview process as many as 8 students (S₉, S₁₅, S₁₇, S₂₀, S₂₄, S₃₁, S₃₇, S₄₂) said that their English teacher use discussion method. it is means that their teacher used a three-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₁₇, S₃₁ and S₄₂.

R = Researcher

S = Student

▪ Interviews with S₁₇

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Pola tiga arah, karena biasanya berdiskusi, bapak sering memberi kami materi pelajarannya.

“Three-way pattern, because usually discussion, Mr. Ap often give us the subject matter”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah asik – asik aja kak. bisa bertukar pikiran dan belajar kosa kata bersama kak.

“Well, it is fun Miss. Can exchange ideas and learn vocabulary together Miss”.

(Subject Female)

This student said that her English teacher uses a method of discussion in which it means the use of a three-way pattern. Because Mr. Ap often gave them a material for study together, this student like this situation because she can exchange ideas and learned vocabulary with other students.

▪ Interviews with S₃₁

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Pola tiga arah, karena ada waktu untuk berdiskusi sesama teman.

“Three-way pattern, because there is time to discuss fellow friends”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah gak papa kak, karena bisa menambah banyak ilmu.

“Well it is no problem Miss, because it can add a lot of knowledge”.

(Subject Male)

This student said that his teacher uses a three-way pattern because the teacher gave time for discussion with his friend and from this pattern can add his knowledge.

▪ Interviews with S₄₂

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Sesuai penjelasan kak Nina tadi berarti pola tiga arah karena diskusi.

“As Miss Nina explanation it means a three-way pattern because it is discussion”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah, gak masalah kak. Saya jadi ngerti pelajarannya dan nambah kosa kata juga kak.

“Well, no problem really Miss. I understand the lesson and add the vocabulary too Miss”.

(Subject Female)

This student said that the discussion is the method used by her English teacher. So, this student concluded if her teacher applies a three-

way pattern. This student like the method because she can understand the lesson well and add her vocabulary too.

From some sample samples above it can be concluded that from 45 students who interviewed 8 students said that their English teacher implements a three-way or multi-way pattern because their English teacher giving material and discussing the material in front of the class. The average answer of these 8 students is almost identical to the various reasons that reinforce each of their answers. But in this pattern there was the shortage, this method of discussion according to Soparidah explain that is not applicable for large groups, students get limited information and are mastered by students who like to talk. While, according to Saptono said that the class is too noisy so disturbing other classes. (cited in Hidayat Thesis, 2014).

By conducting interviews to the students, researcher was find out how are the students' perceptions in teachers' interaction patterns in teaching and learning process at SMP N 17 Batanghari. Out of a total of 45 samples, 24 students or about 53% respondents said their English teacher used a one-way pattern, 13 other students or about 29% respondents said the teacher applied a two-way pattern and the remaining 8 students or about 18% respondents said the teacher used a three-way or multi-way pattern. All students in the interview had their own perceptions, some students like the pattern used by their teacher and some are not. However, it can be concluded that in second grade SMP N 17 Batanghari more dominant (53%) use one-way interaction pattern, although sometimes interspersed with other patterns. The use of this one-way interaction pattern may be due to students who are difficult to interact with. Sometimes teacher have stimulated students but the student do not respond well to the stimulation, so the

teacher chooses to use more one-way pattern in his class, so that the material is delivered. Basically, the teachers can apply variations of any patterns that feel appropriate in the process of learning to teach English. So, students who were taught do not feel bored to learn with the same patterns and methods every time.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and the results of the studies, can draw conclusions as follows:

1. The students' perceptions in teachers' interaction pattern are very various. They have their own opinion and it is strong reasons. Interaction patterns that is often used by English teachers in second grade SMP N 17 Batanghari is a one-way interaction pattern and sometimes interspersed with a two-way or three-way patterns but more dominant use one-way interaction pattern.
2. Students' perceptions in teacher's interaction pattern have many impacts in teaching learning process. Based on the observation and the interview. There are some impacts, such as students' understanding, students' participation and harmonious classroom interaction or feedback from the students.

5.2 Suggestion

5.2.1 Suggestion to Teachers

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers to use their interaction patterns in classroom:

1. Teachers' interaction pattern plays an important role in provoking interactions between teachers and students. The teacher should

understand what the students' perceptions about their teaching. English teacher is expected to understand what interaction patterns would be more efficient to use in creating an environment in which students feel more comfortable and confident and become more involved in interactive activities in English classroom. Therefore, English teacher can make note for self-reflecting about their teaching, such as record their teaching, make observation and teaching journal, and can also apply surveys and questionnaires.

2. Teachers should be more varied in using teaching methods, so that during the process of teaching and learning activities can create an interaction between teachers and students who can motivate students in learning.

5.2.2 Suggestion to Readers

Hopefully this paper can be input and information for the readers in applying good interaction patterns for children in school, in addition to children in school interaction patterns can also be utilized in everyday life.

5.2.3 Suggestion to Other Researchers

It is hoped that other researchers will continue to research the pattern of teacher interaction in the learning process so as to explore more deeply about the interaction that occurs in learning process with larger scale, longer time and more samples in order to get better results from previous researchers.

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