

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the research finding and discussion. There are two sections in this chapter. The first section presents research finding steps. The second presents discussion of research findings.

A. Research Findings

In this step, the researcher divides the finding into three parts to explain classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang. There are three parts of research finding, they are: 1) the types of classroom interaction, 2) the roles of classroom interaction and 3) the dominant types of classroom interaction.

1. Types of Classroom Interaction in Speaking Class

In teaching learning process the teacher used classroom interaction to the student because interaction is important in teaching learning process; it can help the teacher to develop the potential students and for student; it can help them understand more about the material. In this study the writer focused on classroom interaction at Madrasah Aliyah Negeri 1 Batang. In this step the writer observed the classroom interaction in speaking class when teaching learning process happened. The writer found three types of classroom interaction; there are teacher-student (T-S), student-teacher (S-T) and student-student (S-S).

a. Teacher - Student Interaction

Teacher student interaction is process of interaction between teacher and students when the teacher gives lesson to students in teaching learning process. Teacher student interaction is important because from the interaction the teacher is easier to communicate or interact with students and make teaching learning process in classroom easily. Interaction between the teacher and students has

benefit to the teacher because the teacher can know about the weakness and quality of the student in classroom.

The writer of this research only focuses on classroom interaction at Madrasah Aliyah Negeri 1 Batang. In this part the researcher found teacher student interaction in speaking class at Madrasah Aliyah Negeri 1 Batang. The writer found teacher students interaction when the teacher started to teach in XII IPS 1 about conditional sentence topic and the teacher wanted to give example about conditional sentence, and then the teacher asked students about their future. The teacher asked a student whose name is Reza and asked about his future life and Reza answered he wanted to be a police. The teacher wrote three types of conditional topic on the white board and described it one by one to student. The teacher explained student that the second question was similar to Reza's answer.

(1) Teacher: *"Reza cita-cita kamu apa? Kamu ingin menjadi apa?"*

Reza : *"Polisi Pak"*

(Observation on August 2nd 2017)

(2) Teacher: *"Oke police, bagus. Today we are learning about conditional sentence. I believe in the past class yaa di kelas kemarin kita pernah pelajari what is conditional sentence, apa sih conditional sentence itu? Ada yang masih ingat? Pengandaian sesuatu atau impian"*

Student: *"Pengharapan"*

(Observation on August 2nd 2017)

(3) Teacher: *"Yaa atau pengharapan. Oke there are... you remember? There are three types ada tiga tipe (the teacher writes about the topic). And then describe one by one, jadi ketika saya tanya, "what do you want to be?" and he said "I want to be a police", and then second question saya tanyakan kepada siapa tadi?"*

Student: “*Reza*”

(Observation on August 2nd 2017)

The other teacher student interactions in teacher teaching learning process in XI IPS 3 were about giving and asking opinion topic. The teacher showed the example of simple conversation between Nita and Nina about giving and asking opinion topic. The teacher asked the students to practice the simple conversation. The teacher chose two students whose names are Afifatun and Mafuah to read the simple conversation on LCD.

(4) Teacher: “*Yaa kita baca dulu*” (*Teacher showing topic giving and asking opinion on LCD*) *Ehmm simple conversation between Nita and...?*”

Student: “*Nina*”

(Observation on August 3th 2017)

(5) Teacher: “*And Nina, coba Afifatun dibaca sebagai Nita, Nina Mafuah*”

Afiatun: “*Do you like spongebob? What do you think of him?*”

(Observation on August 3th 2017)

b. Student - Teacher Interaction

Student teacher interaction is the interaction between student and teacher when teaching learning process happens. Student teacher interaction has advantages to students because it makes student active in class and understand more about the lesson that teacher explained. But, the researcher found some student teacher interaction in Madrasah Aliyah Negeri 1 Batang because some of students were passive when teaching learning process in English class occurred. When the teacher taught about second types of conditional sentence, the teacher gave student exercise about conditional sentence and read loud the exercise to

students. When the teacher read loudly the exercise, the students asked the teacher to repeat again what the teacher has read because the student did not know how to write the sentence correctly.

(1) Student: *"Hah tulisannya gimana Pak?"*

Teacher: *"If English test"*

(Observation on August 2nd 2017)

(2) Student: *"Hah apa pak? If...?"*

Teacher: *"If English test"*

(Observation on August 2nd 2017)

The other student teacher interaction was the teacher gave exercise to students when taught about conditional sentence topic; the teacher read loud exercise to student and student asked the teacher to continue what the teacher has read because student could not write English faster. The teacher repeated again to read assignment to student.

(3) Student: *"You you apa? I apa Pak?"*

Teacher: *"I ... complete period on sentence"*

(Observation on August 2nd 2017)

(4) Student: *"You will be?"*

Teacher: *"You will be sick. Sudah? Kurang ,cukup?"*

(Observation on August 2nd 2017)

c. Student – Student Interaction

Student-student interaction is communication among students in classroom with other students in group is teaching learning process. Student-student interaction can also develop their relation as the students communicate well in the classroom and can make students become more confident.

The writer found student-student interaction in a group at Madrasah Aliyah Negeri 1 Batang at X2 grade. When the student performed a drama in classroom with title Malin Kundang, there were five people to because including the teacher as narrator. Here are the dialogues of Malin Kundang drama:

- Narrator : *“Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town. One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed”*
- Malin : *“Mother, I want to go sailingoverseas.....”*
- Mother : *“No, Malin, mom will not let you”*
- Malin : *“Mother, if I stay here, I will always be a poor man. I want to be a successful person,”*

(Observation on August 7th 2017)

Table 4.1
Types of Classroom Interactions in English Class

| No. | Classroom Interactions | Some of Cases | Percentage |
|-----|------------------------|---------------|------------|
| 1. | Teacher – Student (TS) | 105 | 84% |
| 2. | Student – Teacher (ST) | 5 | 4% |
| 3. | Student – Student (SS) | 15 | 12% |
| | | 125 | 100% |

2. The Role of Classroom Interaction

Role of classroom interaction is effective for students and teacher; it can improve the teacher in teaching learning activity and for the student it can improve how to interact with teacher in classroom. The researcher found the roles of classroom interaction in Madrasah Aliyah Negeri 1 Batang; there are the role of teacher – student interaction, the role of student – teacher interaction and student-student interaction.

a. The Role of Teacher – Student Interaction in Speaking Class

The role of teacher – student interaction is one of important part in classroom interaction; the roles teacher to student can develop in teaching process. In this part, the writer depends on FLINT (Foreign Language Interaction) model from Moskowitz (1971, 1976). FLINT model have 26 categories of teacher talk. Based on FLINT model the writer found some categories in the classroom interaction in speaking classroom at Madrasah Aliyah Negeri 1 Batang as described below.

1. Giving Explanation

The meaning of explain is how teacher explains about material briefly to make students understand and also give examples about the material when teaching learning process. When the teacher taught about three types of conditional sentence and gave student question, then the teacher appoints students whose name is Reza to answer the question. Then the teacher gave explanation of type one of conditional sentence.

- (1) Teacher: *“Yaa atau pengharapan. Oke there are... you remember? There are three types ada tiga tipe (the teacher writes about the topic). And then describe one by one, jadi ketika saya tanya, “what do you want to be?” and he said “I want to be a*

police”, and then second question saya tanyakan kepada siapa tadi?

Student: “Reza”

(Observation on August 2nd 2017)

(2) Teacher: “Apa yang di sampaikan tadi it can be real? Bisa jadi nyata gak?”

Student: “Bisa”

Teacher: “*Jadi type one, do you remember? This is for real, bentuk untuk menandakan pengandaian, it maybe yang kemungkinan can be real. Kenapa kok bias menjadikan it maybe karena belum terjadi*”

(Observation on August 2nd 2017)

When the teacher taught about giving and asking opinion topic, the teacher asked the student to practice simple conversation about giving and asking opinion topic. The teacher explained to the student the different meanings of feeling for example: simple conversation about giving and asking opinion topic. The teacher also explained formal and non formal ethical when asking opinion to people.

(3) Teacher: “*Yaa bagaimana pendapatmu, bagaimana perasaanmu tentang dia. Jadi feel biasanya kalo kita bilang rasa berhubungan dengan hati dengan perasaan ada perasaan apa-apa gitu, bukan. Feel is in our...our? Our brain, otak, yaa pemikiran. Bagaimana perasaannya, bagaimana pemikirannya. Oke asking opinion. And then opini? Giving opinion apa tadi yang dibacakan?*”

Student: “I think...”

(Observation on August 3th 2017)

- (4) Teacher: “Oke next, what is your opinion about? *Jadi ketika Tanya kepada yang lebih tua, yang lebih di hormati, paling tidak this is the examples, ini adalah contoh-contohnya. It such better, akan terlihat lebih baik dari pada kita bilang kepada orang tua tiba-tiba gini “gimana pak?” bolehkah? Boleh, asalkan dalam jenis bentuk lain, kurang sopan.* This is about ethic, jadi disini kita berbicara tentang masalah?”

Student: “Etika”

(Observation on August 3th 2017)

2. Translate in L1

English is used to teach and communicate in English class; sometimes the students do not understand some words Bahasa in English. The teacher helps the students to translate Bahasa into English, when the teacher taught about advice, the teacher showed the example of advice on LCD, then the teacher asked students to read the example. The students read first part, then the teacher asked student what the different meanings between cool and could, because the students' pronunciations are wrong when they read cool and could in the example on LCD.

- (1) Teacher: “Cool sama could beda ya, kalo cool apa?”

Student: “*Dingin*”

(Observation on August 2nd 2017)

- (2) Teacher: “Kalo could apa?”

Student: “*Bisa*”

(Observation on August 2nd 2017)

When the teacher taught about advice, the teacher gave example to students about advice, the teacher asked to student what they should do if their friend gets sick. The students answered teacher question in Bahasa, but the teacher

wanted student to answer in English. The teacher asked the student what is *obat* in English, and then students answered “medicine” as the answer of teacher’s question.

(3) Teacher: “Terus jawabannya gimana? I think you...? What is obat in English?”

Student: “*Medicine*”

(Observation on August 2nd 2017)

When the teacher taught about asking opinion and giving example of simple conversation and asked the student to practice the simple it, the teacher asked students what the meaning of “feel” in Bahasa on the exercise and student answered “perasaan”.

(4) Teacher: “How do you, oke. How do you feel about them? You remember, how do you disini artinya apa sih? Bagaimana...?”

Student: “*Perasaan*”

(Observation on August 3th 2017)

3. Correct mistakes

The teacher corrects the mistake when students answer wrong question. In this part the writer found mistakes correction when the teacher taught in class XI IPS 3 about giving and asking opinion, the teacher asked student whose name is Intan to read the last sentence of simple conversation about giving and asking opinion. Intan read the last sentence but her pronunciation was wrong, she read “fail” and “yur”, and then the teacher corrected her pronunciation. The teacher told the right pronunciations are “feel” and “your” and then the teacher asked Intan to repeat read the last sentence correctly.

(1) Intan : “What is your fail?”

Teacher: “*Santai aja Tan, feel bukan fail*”

(Observation on August 3rd 2017)

(2) Teacher: “Asking opinion!”

Student: “Do you like spongebob?”

Teacher: “*Yaaa, do you like spongebob, terus ada lagi yang lain? Eh sorry bukan do you like, what you think of him, bukan do you like yaa tadi. And other, adalagi yang lain?*”

(Observation on August 3rd 2017)

The teacher gave the example of conditional sentence and asked students to make the example of conditional sentence. Then the teacher gave question for student about giving opinion and student wanted to answer but they thought that their answers were wrong and the teacher corrected their mistake.

(3) Teacher: “Ya, I would explore?”

Student: “I would explore the world”

Teacher: “*I would explore the world, saya akan menjelajah atau keliling dunia. Yaa nice, very nice. Ayo lainnya, if I could fly...?*”

(Observation on August 2nd 2017)

(4) Teacher: “Iya, I think he is cute and funny. Oke itu jawabannya, ada lagi yang lain?”

Student: “In my opinion”

Teacher: “*Okeiya, in my opinion they are funny and friendly*”

(Observation on August 3rd 2017)

4. Giving Instruction

The teacher required student to do something. Giving instruction in this research when teacher taught about type of conditional sentence, then the teacher gave exercise to students to write what the teacher said. The teacher gave 5

exercises for students and asked them to complete sentence and the teacher gave 5 minutes to answer question.

(1) Teacher: “You will be sick. Sudah? Kurang ,cukup?”

Student: “Cukuupppp....”

Teacher: “*Oke, I give you time five minute to finish all of them, saya kasih waktu lima menit selesaikan semua*”

(Observation on August 2nd 2017)

When the teacher taught in class XI IPS 3, the teacher gave an example simple conversation, the teacher asked student whose name is Intan to read the example. The teacher asked Intan to read the last part, but Intan read the part before the last one because Intan did not know the meaning of the last one in Bahasa. Then the teacher said that the last one in Bahasa has the meaning “yang terakhir”. Then Intan read the last one part, but she was wrong in the pronunciation, and the teacher corrected the pronunciation and asked student to follow him to read simple conversation about asking and giving opinion topic with right pronunciation.

(2) Teacher: “Would you give me your opinion on. *Ayo tirukan!*

Would you give me your opinion on”

Student: “Would you give me your opinion on”

(Observation on August 3th 2017)

(3) Teacher: “*Yaa, ayo Tan satu lagi dibaca yang paling bawah*”

Intan : “What is yurfail”

(Observation on August 3th 2017)

5. Display Question

Displaying the question happened when the teacher asked question to student to see what the students' answer. When the teacher taught about conditional sentence topic and asked the student what they want to be in the future, the teacher asked the student whose name is Reza and he answered that he wanted to be police in the future. Then the teacher explained about conditional sentence.

(1) Teacher: "*Reza cita-cita kamu apa? Kamu ingin menjadi apa?*"

Reza : "Polisi Pak"

(Observation on August 2nd 2017)

(2) Teacher: "Oke police, bagus. Today we are learning about conditional sentence. I believe in the past class yaa di kelas kemarin kita pernah pelajari what is conditional sentence, *apa sih conditional sentence itu? Ada yang masih ingat? Pengandaian sesuatu atau impian*"

Student: "Pengharapan"

(Observation on August 2nd 2017)

(3) Teacher: "Hari ini kita akan bahas advice ya. *Advice, what is advice?*"

Student: "*Saran*"

(Observation on August 2nd 2017)

(4) Teacher: "I think you should go to the doctor. Yaa you. What is the advice

jika teman kalian hari ini yang merasa kurang sehat atau sakit.

Apa yang harus kalian katakan?"

Student: "Minum obat"

(Observation on August 2nd 2017)

6. Request

The teacher asked the student to do something or answer the teacher's question, when the teacher taught about conditional sentence topic in class XII IPS 1, the teacher explained about types of conditional sentence. The teacher wrote type of conditional sentence, then the teacher asked student to make the example of conditional sentence type 2 directly. But some students could not answer the question and the teacher still asked student, then student ask student whose name is Wawan to make the example of conditional sentence but he could not complete and the teacher asked other student whose name is Rizki to make other example, but Rizki could not complete the example too. Then the teacher gave explanation and told student the answer and completed example of conditional sentence type 2.

(1) Teacher: *"Ayo gimana? If I could fly ...? Ayo Wan gimana?"*

Wawan: "If I could fly I would fly to the sky"

(Observation on August 2nd 2017)

(2) Teacher: "If I could fly I would fly to the sky, ngapain? *Yang lainnya gimana? Ya gimana Rizki? If I could fly I would?"*

Student: "Bermain laying-layang, playing...."

(Observation on August 2nd 2017)

When the teacher taught about giving and asking opinion, the teacher required students to read simple conversation between Nita and Nina. The teacher chose students whose names are Afifatun as Nita and Marfuah as Nina to read the simple conversation.

(3) Teacher: *"And Nina, coba Afifatun dibaca sebagai Nita, Nina Mafuah"*

Afiatun: "Do you like spongebob? What do you think of him?"

(Observation on August 3rd 2017)

7. Repeating Words

The teacher said again something he already said to repeat words to emphasize it. The writer found repeating words in this research, when the teacher taught conditional sentence and gave examples for student and the student could not answer. The teacher repeated words to emphasize student to answer the example that the teacher had given.

(1) Teacher: "Ayo gimana? If I could fly...?Ayo Wan gimana?"

Wawan: *"If I could fly I would fly to the sky"*

(Observation on August 2nd 2017)

(2) Teacher: "Ya, I would explore?"

Student: *"I would explore the world"*

(Observation on August 2nd 2017)

(3) Teacher: *"Best"*

Student: *"Best"*

(Observation on August 2nd 2017)

(4) Teacher: *"If English test"*

Student: *"If English test"*

(Observation on August 2nd 2017)

When the teacher taught in class XI IPS 3 about giving and asking opinion, the teacher gave example short conversation on LCD. The teacher acquired student to read the simple conversation, the teacher chose student whose name is Intan to read. Intan read the simple conversation, and she was wrong the pronunciation and the teacher asked Intan to repeat the wrong word.

(5) Intan : "What is yur fail"

Teacher : *"Santai aja Tan, feel bukan fail"*

(Observation on August 3rd 2017)

8. Giving Information

The teacher told student about something to giving clear when lesson. The teacher taught in class XI IPS 3 about giving and asking opinion, the teacher showed the example of giving and asking opinion on LCD, the teacher showed simple conversation. Then the teacher asked student whose name is Intan to read the last sentence simple conversation, when Intan has done reading the sentence, the teacher explained how to ask opinion to the old people. The teacher showed the sentence when young people meet with old people and the teacher also gave an example.

(1) Teacher: *“Oke next, what is your opinion about? Jadi ketika Tanya kepada yang lebih tua, yang lebih di hormati, paling tidak this is the examples, ini adalah contoh-contohnya. It such better, akan terlihat lebih baik daripada kita bilang kepada orang tua tiba-tiba gini “gimana pak?” bolehkah? Boleh, asalkan dalam jenis bentuk lain, kurang sopan. This is about ethic, jadi disini kita berbicara tentang masalah?”*

Student: “Etika”

(Observation on August 3rd 2017)

(2) Teacher: “Apa yang di sampaikan tadi it can be real? Bisa jadi nyata gak?”

Student: “Bisa”

Teacher: “Jadi type one, do you remember? *This is for real, bentuk untuk menandakan pengandaian, it maybe yang kemungkinan can be real. Kenapa kok bias menjadikan it maybe karena belum terjadi”*

(Observation on August 2nd 2017)

(3) Teacher: “Drink medicine? Are you sure? Minum is drink; medicine is obat, jadi drink medicine? *Drink disini memakai take, jadi jawabnya I think you should take a medicine. Oke contoh lain ketika anda lihat ada teman kalian tidak bias melakukan olahraga dengan baik, im not good at sports, apa yang harus kalian katakan?*”

Student: “Jangan menyerah”

(Observation on August 2nd 2017)

9. Praising

The teacher gave praise to the students when students could answer the teacher’s question. Usually the teacher gave praise to make the students happy. Praising in this research when the teacher taught in class XII IPS 1 about conditional sentence, the teacher asked students to make the sentence of conditional sentence. First, the teacher gave sentence and asked students to complete directly. When student asked “I would explore” and then some of students answered “I would explore the world”. The student answer was right and the teacher praises them very nicely.

(1) Student: “I would explore the world”

Teacher: “I would explore the world, saya akan menjelajah atau keliling dunia. *Yaa nice, very nice. Ayo lainnya, if I could fly...?*”

(Observation on August 2nd 2017)

(2) Teacher: “Iya, I think he is cute and funny. Oke, *itu jawabannya bagus, adalagi yang lain?*”

Student: “In my opinion”

(Observation on August 3rd 2017)

(3) Teacher: “Reza cita-cita kamu apa? Kamu ingin menjadi apa?”

Reza : “Polisi Pak”

Teacher: “Oke police, *bagus*. Today we are learning about conditional sentence. I believe in the past class yaa di kelas kemarin kita pernah pelajari what is conditional sentence, apasih conditional sentence itu? Ada yang masih ingat? Pengandaian sesuatu atau impian”.

(Observation on August 2nd 2017)

Table 4.2

The Roles of Teacher – Student Interaction

| No. | Task |
|-----|--------------------|
| 1. | Giving Explanation |
| 2. | Translate in L1 |
| 3. | Correct Mistakes |
| 4. | Giving Instruction |
| 5. | Display Question |
| 6. | Request |
| 7. | Replay words |
| 8. | Giving Information |
| 9. | Praising |

b. The Roles of Student - Teacher Interaction in Speaking Classroom

The role of student-teacher interaction is important in interaction class, when student asked to the teacher and teacher answered, it can be interaction classroom. Categories of students' talk including students' response (specific), students initiated, silence, and confusion (Moskowitz, 1971 as cited in Brown, 2001:170). In this research the writer found three of them, students' response, student silence, and student confusion.

1. Students' Response

There are some activities in classroom like student response. Student response will happen when students give a response to the teacher when the teacher asks or when the teacher teaches in class. The writer found some students' response in this research.

When the teacher taught in class XII IPS 1 about conditional sentence, the teacher explained about second type of conditional sentence to student. Then the teacher gave exercise to student, the teacher read sentence and student wrote what they heard. When the teacher read sentence loudly, some of students asked the teacher to repeat what the teacher said because the student could not write correctly the sentence in English.

(1) Teacher: "Oke you gone, you just spelling, di eja saja b-u-r-n-t"

Student: "*B-u-r, apa?*"

(Observation on August 2nd 2017)

The other students responded, when the teacher taught about conditional sentence then the teacher gave student exercise to write the sentence what the teacher read. Then the teacher read sentence loudly, and some of students asked the teacher to repeat the sentence because the students were confused about the correct words between cat and get and the students were not sure what they heard. Then the teacher answered the correct word was "get".

(2) Teacher: "Number three. Ehhmmm I will get"

Student: “*Cat? Get? Apapak?*”

(Observation on August 2nd 2017)

(3) Teacher: “If English test”

Student: “*Hah apapak? If...?*”

(Observation on August 2nd 2017)

2. Student Silence

When the teacher asked students about something when teaching learning in classroom but student did not respond or student could not answer and stayed silent. In this part the writer found student silent, when the teacher taught in class XII IPS 1 about conditional sentence, the teacher explained second type of conditional sentence and asked student to make sentence. The teacher asked students to continue the sentence, some of students can answer, and teacher wanted the other example. Then the teacher asked students to make other sentences of conditional sentence but the student could not answer and just silent.

(1) Teacher: “I would explore the world, saya akan menjelajah atau keliling dunia. Yaa nice, very nice. Ayo lainnya, if I could fly...?”

Student: (*silent*)

(Observation on August 2nd 2017)

(2) Teacher: “Yaa number four, if I wore you”

Student: (*silent*)

(Observation on August 2nd 2017)

(3) Teacher: “Sebelumnyaapatadi? The...is ya? Bener gak? Apa saya salah denger? Gimana Yok menurutmu? Tadi bacanya apa Yok?”

Tiyo : (*silent*)

(Observation on August 3rd 2017)

3. Student Confusion

When teaching learning occurred sometimes the student are confused about materials or question when the teacher taught. The writer found student's confusion when the student asked to the teacher how to write the words.

(1) Student: "*Hah tulisannya gimana Pak? Udahlah nulis aja*"

Teacher: "If English test"

(Observation on August 2nd 2017)

(2) Teacher: "*If English test*"

Student: "*Hah apapak? If...?*"

(Observation on August 2nd 2017)

(3) Teacher: "*I*"

Student: "*You you apa? I apa Pak?*"

(Observation on August 2nd 2017)

c. The Roles of Student - Student Interaction in Speaking Classroom

Henry (1992) stated that the content of interaction is analyzed according to five dimensions; they are participation, interaction, social, cognitive, and meta-cognitive. The writer found student-student interactions in Madrasah Aliyah Negeri 1 Batang, one of them is drama. The title of drama is MalinKundang. From five dimensions above, the writer found two dimensions, they are participations and interaction.

1. Participations

Participation in drama is a person who has a role in drama who is also called as actors. The participants of the drama are the students of Madrasah Aliyah Negeri 1 Batang class X2. Drama Malin Kundang needs five participants and one of them as the narrator. The narrator in this drama is the teacher.

Cast : Faris as MalinKundang

Diah asMalin's Mother

Lida asMalin's Wife

Adit as People

(Observation on August 7th 2017)

2. Interaction

In drama, interactions are important. Actors and narrator have a good communication so the drama will be successful. The drama was performed at the speaking class and it is one of the activities between students-students interaction.

Narrator : *“Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town. One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed”*

Malin : *“Mother, I want to go sailing overseas.....”*

Mother : *“No, Malin, mom will not let you”*

Malin : *“Mother, if I stay here, I will always be a poor man. I want to be a successful person,”*

(Observation on August 7th 2017)

Table 4.3
The Role of Classroom Interaction

| Interaction | Roles |
|--------------------|--|
| Teacher – Student | Giving explanation Translate in L1 Correct mistakes Giving instruction Display Question Request Replay words Giving information Praising |
| Student – Teacher | Student response Student silence Student confusion |
| Student – Student | Participations Interaction |

3. The Dominant Type of Classroom Interaction

In this step the writer found the dominant type classroom interaction at Madrasah Aliyah Negeri 1 Batang; there are two types, first teacher – student interaction (T-S) and student – teacher interaction (S-T). There is the dominant

type of classroom interaction at Madrasah Aliyah Negeri 1 Batang; described in the table below.

Table 4.4
The Dominant Type of Classroom Interaction

| No. | Classroom Interactions | Some of Cases | Percentage |
|-----|------------------------|---------------|------------|
| 1. | Teacher – Student (TS) | 105 | 84% |
| 2. | Student – Teacher (ST) | 5 | 4% |
| 3. | Student – Student (SS) | 15 | 12% |
| | | 125 | 100% |

Based on the table above, the dominant type of classroom interaction in Madrasah Aliyah Negeri 1 Batang is teacher – student interaction.

B. Discussion of Research Findings

Based on the research findings above, there are some aspects which researcher discusses in the research findings. The aspects include types of classroom interaction, the role of classroom interaction in speaking class, and the dominant type of classroom interaction at Madrasah Aliyah Negeri 1 Batang.

1. Types of Classroom Interaction in Speaking Class

Classroom interaction is important in teaching learning English. The writer, observed the classroom in Senior High School (tenth grade students, eleventh grade students and twelfth grade students). Based on observation there are three types of classroom interaction; there are teacher – student interaction, learner-instructor interaction and student – teacher interactions. The finding is supported by theory Michael G Moore (1989); there are three types of classroom interaction, learner-instructor interaction and learner-content interaction, and learner-learner interaction. Moore makes the interactions into three types, and what makes it different from the finding of this study are learner-content interaction and learner-learner interaction, whereas in this study the writer finds learner-content in the observation such as internet. The writer cannot find learner-learner interaction in the observation because this class uses teacher center, the teacher usually asks some questions to the students.

In this part, the writer finds some different findings from the other researcher, like Nisa (2013), there are two patterns of classroom interaction, namely (1) teacher talk and (2) student talk. The findings are very different from this research, while in this research the writer found some types of classroom interaction in Madrasah Aliyah Negeri 1 Batang are teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS).

The previous finding is in line with theory of Michael G Moore (1989) which stated that there are three types of classroom interaction; learner-instructor interaction, learner-content interaction, and learner-learner interaction. From the explanation above the writer concludes that the classroom interactions in Madrasah Aliyah Negeri 1 Batang are in line with Moore's theory.

2. Roles of Classroom Interaction in Speaking Class

In this research the writer found roles of classroom interaction at Madrasah Aliyah Negeri 1 Batang; there are teacher – student interaction, student – teacher interaction, and student - student interactions.

1) The Roles of Teacher – Student Interaction

The writer found the roles of teacher – student interaction at Madrasah Aliyah Negeri 1 Batang whereas the teacher as the role model in the classroom. The finding is in line theory of Mozkowitz (1971, 1976) which is known as the FLINT (Foreign Language Interaction) model. From the theory of FLINT, the writer found the roles of teacher – student interaction in English class at Madrasah Aliyah Negeri 1 Batang; they are giving explanation, translating in L1, correcting mistakes, giving instruction, displaying question, requesting, repeating words, giving information, praising.

The writer compares with previous study by Kasim (2004); there are the roles of teacher-student interaction, namely: confirmation check, clarification request, self-repetition, other repetition, and completion, correction which has this variation: phonological, morphological, syntactical, and semantic corrections, translation, code switching, and elicitation. Kasim's finding is not correspondent

with this research because the role of teacher-student interaction in Madrasah Aliyah Negeri 1 Batang are giving explanation, translating in L1, correcting mistakes, giving instruction, displaying question, requesting, repeating words, giving information and praising.

The previous finding is relevant with the theory Flanders (1970) which is using FIAC Category System. There are two types of teacher talk in Flander's theory, direct influence and indirect influence. The direct influences of FIAC accept feeling, praises or encourages, accepts or uses ideas of students and asks questions. The indirect influences of FIAC are lecturing, giving directions, criticizing or justifying and authority.

Based on the explanation above, the writer concluded that the roles of teacher-student interaction in Madrasah Aliyah Negeri 1 Batang are giving explanation, translating in L1, correcting mistakes, giving instruction, displaying question, requesting, repeating words, giving information, praising. The writer concluded that the roles of teacher – student interaction are relevant with Flander's theory.

2) The Roles of Student - Teacher Interaction

The writer found some roles of student – teacher interaction at Madrasah Aliyah Negeri 1 Batang whereas the student as the role model and the teacher as facilitator in the classroom. The roles of student – teacher interaction are student response, student silence, and student confusion. The researcher found some roles of student-teacher interaction that agree with theory, Moskowitz as cited. Brown (2001: 170) stated that the students talk including students' response (specific), student initiated, silence, and confusion.

The writer compares with the previous finding from Nisa (2013), the different roles of teacher in this research is students' initiation. The writer assumed that Nisa's finding is not supported by the theory, because the roles of student-teacher interaction in speaking class at Madrasah Aliyah Negeri 1 Batang, are student response, student silence, and student confusion.

Based on the explanation above, the writer concluded that the roles of student-teacher interaction in Madrasah Aliyah Negeri 1 Batang are student response, student silence, and student confusion. The writer concluded that the roles of student-teacher interaction are relevant with Moskowitz's theory.

3) The Roles of Student - Student Interaction

The writer found student-student interaction at Madrasah Aliyah Negeri 1 Batang, whereas the students as the role model. The activities student-student interactions are debate, drama, and discussion; the writer found the student-student interaction in Madrasah Aliyah Negeri 1 by drama. The finding is based on theory Henry (1992) stating that the roles of students' talk or student-student interaction are participation, interaction, social, cognitive, and meta-cognitive, whereas is the roles of student-student interaction in Madrasah Aliyah Negeri 1 Batang are participation and interaction.

The writer compares with the previous finding from Chowdhury and Rashid's (2014). It the different roles of student- student interaction in this study are negotiators between the self, the learning process, and the learning object—emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes. The writer assumes that the finding is not corresponding with the previous finding, because the roles of student- student interaction in Madrasah Aliyah Negeri 1 Batang are participation and interaction.

Based on explanation above, the roles of student- student interaction in Madrasah Aliyah Negeri 1 Batang are participation and interaction and focused on mini drama. The writer concluded that the finding is relevant with Henry's theory.

3. The Dominant Types of Classroom Interaction

There are three types of classroom interaction in Madrasah Aliyah Negeri 1 Batang, teacher-student interaction, student-teacher interaction, and student-student interaction. To get the dominant types, the writer calculated the frequency of classroom interaction. The writer used theory to count dominant types of

classroom interaction. This research agrees with previous study of Nisa (2013). She makes three types of classroom interaction, teacher talk (T-T), student-talk (S-T), and silence. The writer counts the dominant types of classroom interaction by counting the frequency of three types of interaction in Madrasah Aliyah Negeri 1 Batang; they are teacher-student interaction, student-teacher interaction, and student-student interaction.

The previous finding does not show about the dominant type of classroom interaction especially student's talk as the domination because the writer cannot find the student as the dominant types. The writer finds that most of classroom interaction in Indonesia still makes the teacher as role model in the classroom.

Based on the explanation above, the dominant type of classroom interaction in speaking class at Madrasah Aliyah Negeri 1 Batang is teacher talk or teacher-student interaction. The writer concludes that the finding is in a line with Nisa's finding.