

**AN ANALYSIS ON TEACHER AND STUDENTS INTERACTION IN
SPEAKING CLASS USING BIAS STRATEGY AT SEVENTH GRADE SMPN
2 SOUTH BENGKULU**

THESIS

Submitted As Partial Requirements For The Degree Of Sarjana Pendidikan (S.Pd)

In English Education Study Programe Tadris And Tarbiyah Faculty IAIN

Bengkulu



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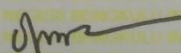
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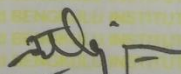
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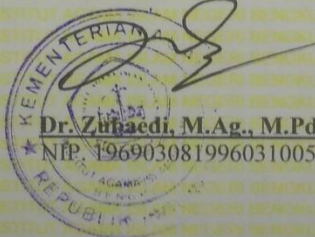
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“Khoirunnas anfa'uhum linnas”

Artinya : Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lain. (HR

Ahmad dan Thabrani)

“PRAY”

Not only because you need something but because you have

A LOT TO BE THANKFUL FOR

Everything beautiful is not necessarily good, but everything good is certainly

beautiful.

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

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I hereby sincerely state that the thesis entitled "An Analysis on Teacher and Students Interaction in Speaking Class Using Bias Strategy at Seventh Grade SMPN 2 South Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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Finally, the researcher realized that this research thesis was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 2020

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ABSTRACT

Anisa Safitri. 2020. Analysis of the Interaction of Teachers and Students in a Speaking Class Using the BIAS Strategy in Class VII of SMPN 2 Bengkulu Selatan. Undergraduate Thesis English Language Education Teacher of English and Education Faculty of Tarbiyah and Tadris State Islamic College (IAIN Bengkulu) Consultant: Dr. Syamsul Rizal, M.Pd and Detti Lismayanti, M.Hum.

This study aims to describe the interactions between teachers and students that occur in learning English in class VII SMPN 2 South Bengkulu using the BIAS (Brown Interaction Analysis System) interaction analysis. The approach used is a qualitative approach with descriptive methods. The research subjects were teachers and students of class VII SMPN 2 South Bengkulu. The data collection techniques used were observation and interview techniques. Based on the results of research on interactions in English learning activities in class VII SMPN 2 Bengkulu Selatan using interaction analysis according to BROWN (BIAS = Brown Interaction Analysis System) which consists of seven categories, namely: (1) Lectures (Teacher Lectures (TL), (2) teacher questions (Teacher Questions (TQ)), (3) teacher responses (TR), (4) student responses (Pupil Responses (PR), (5) volunteers (Student Volunteers (PV), (6)) calm (Silent (S), (7) and does not belong to the 6 categories above because it cannot be categorized (Unclassifiable (X)). The interactions that occur in the learning process in class VII B and VII C are both two-way, but these categories appear in learning activities between two different classes. So it can be concluded that the results of the study indicate that the tendency of the categories that appear in learning activities in class VII B and VII C has differences.

Keywords: Interaction, teacher and students

ABSTRAK

Anisa Safitri. 2020. Analisis Interaksi Guru dan Siswa dalam Kelas Berbicara Menggunakan Strategi BIAS di Kelas VII SMPN 2 Bengkulu Selatan. Skripsi S1 Pendidikan Bahasa Inggris Guru Bahasa Inggris dan Ilmu Pendidikan Fakultas Tarbiyah dan Tadris Perguruan Tinggi Agama Islam Negeri (IAIN Bengkulu) Konsultan: Dr. Syamsul Rizal, M.Pd dan Detti Lismayanti, M.Hum.

Penelitian ini bertujuan untuk mendeskripsikan interaksi antara guru dan siswa yang terjadi dalam pembelajaran bahasa Inggris di kelas VII SMPN 2 Bengkulu Selatan, dengan menggunakan analisis interaksi BIAS (Brown Interaction Analysis System). Pendekatan yang digunakan adalah pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah guru dan siswa kelas VII SMPN 2 Bengkulu Selatan. Teknik pengumpulan data yang digunakan adalah teknik observasi dan wawancara. Berdasarkan hasil penelitian tentang interaksi dalam kegiatan pembelajaran bahasa Inggris di kelas VII SMPN 2 Bengkulu Selatan dengan menggunakan analisis interaksi menurut BROWN (BIAS = Brown Interaction Analysis System) yang terdiri dari tujuh kategori, yaitu: (1) Ceramah (Teacher Lectures (TL), (2) pertanyaan guru (Teacher Questions (TQ)), (3) tanggapan guru (Teacher Response (TR), (4) tanggapan siswa (Pupil Responses (PR), (5) volunteer (Murid Relawan (PV), (6) tenang (Diam (S), (7) dan tidak termasuk 6 kategori di atas karena tidak dapat dikategorikan (Unclassifiable (X). Interaksi yang terjadi dalam proses pembelajaran di kelas VII B dan VII C keduanya bersifat dua arah, tetapi kategori tersebut muncul dalam kegiatan pembelajaran antara dua kelas yang berbeda. Jadi dapat disimpulkan bahwa, hasil penelitian menunjukkan bahwa kecenderungan kategori yang muncul pada kegiatan pembelajaran di kelas VII B dan VII C memiliki perbedaan.

Kata kunci: Interaksi, guru dan siswa

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In almost every aspects of life used language. Language is medium which is used in daily activities such as speaking, lecturing, asking and giving suggestions and or information and etc. Language can bewriting, symbols and so on. According to Eggins, illustrates that in the ordinary life of human beings, they constantly use language.¹ Meanwhile, according to Shitemi, The language is a self-communication practice mediated by a linguistic system.²In chatting, reading books, leading ceremonies, shopping, including in educational world. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers.

Learning English is a process of students interaction with teacher and learning resources in a learning environment. Learning is a help given by the teacher so that the process of acquisition of knowledge and knowledge, mastery of skills and character, and the formation of attitudes and beliefs in students. In other words learning is a process to help students to learn well. The learning process is experienced throughout a human's life and can apply wherever and whenever. In

¹Suzanne, Eggins, *An Introduction to Systematic Functional Linguistic* (London: Pinter Publisher, Ltd, 2004), 2nd Edition

²Naomi L, Shitemi, *Language and Gender. A lecture to be given to UPU Fulbright-hays group projects abroad program* (Moi University Campuses, 2009)

Indonesia, learning English is positioned as English a foreign language. So, that both teacher and learners certainly have their own constraints in teaching and learning interactions.

In learning English, the interaction between teacher and students frequently occur. The naturalness of language learning through the process of habituation and repetition is very difficult to create, because learners are only forced to speak English in the classroom, with the teacher not providing encouragement and correct examples. After learning activity interaction ends, the student adventure in the foreign world ends. Students arrival to an environment that is filled with interaction their mother tongue. This condition makes students mastery of foreign languages always there is no result. The teacher certainly has a very important role to overcome this problem. According to my sister that most students have difficulty communicating in the target language English.³The lack of English explanation in classroom interaction may have been one of the factors. Meanwhile, according to Pica Kanagy and Folodoun in Yufrizal that language is best learned and taught through interaction.⁴Based on the above opinion it is necessary to make the target language English, happen to the main language that as a rule is used in classroom interaction.

The curriculum K13 places more emphasis on students who are more active and independent. The learning process in the curriculum K13 for all levels is carried

³Reni Okta. Sister. *The Implementation of CTL in encouraging Students to Speak in English*. (Unpublished Script: FKIP Universitas Lampung. 2004)

⁴Yufrizal, H. *An Introduction to Second Language Acquisition (A Text Book for ESL Learners and English Teachers)*. Bandung: PustakaRekaCipta. 2008

out using a scientific (scientific) approach and using authentic assessment. The application of a scientific approach to learning involves essential process skills, namely observing, questioning, reasoning, trying, and communicating. Assessment is done in observing the class that is by interacting in the classroom. Interaction will make it easier for students to speak English in class.

Interaction in speaking class is the appearance made by the teacher and students or students with other students. Scaffolding is increasingly being used to describe the support given to students in order to successfully learn in speaking class. In the teaching and learning process, the teacher at SMP 2 explained the material in English until the students really understood it. The teacher also helps students who have difficulties so that all students understand the teaching and learning process.

Based on the results of research at SMP Negeri 2 South Bengkulu on June 13, 2020 students seemed quite active in learning, so the strategy used by the teacher could be said to be successful. According to the explanation of the English teacher at SMP Negeri 2 South Bengkulu, the average student who attends SMP 2 South Bengkulu is students who excel and the results of the selection, because SMPN 2 school is one of the most favorite schools, so the students who selected are students who are active and able to compete with other students. In addition, teachers have also implemented the K13 curriculum during the learning process. The teacher provides interesting learning to students, so that students easily understand and become happy learning English. The teacher provides material that is very short and precise, easy to understand by students and students can interact well with the teacher

and to other friends. From these activities, it is very clear that student activities in learning are quite good with the learning strategies used.

Strategy in learning is the influence of teachers in teaching and determines the success of learning. So, teachers really need to be able to choose carefully the strategies used. If the teacher uses an attractive strategy, students will be interested in taking part in learning and learning activities will be fun. According to Surtikanti & Joko, *keaktifan siswa dalam kegiatan pembelajaran bisa dilakukan dalam berbagai bentuk kegiatan, dari jenis kegiatan fisik yang bisa diamati maupun kegiatan psikhis. Kegiatan fisik meliputi membaca, menulis, meragakan, dan lain-lain. Sedangkan kegiatan pshikis meliputi, mengingat kembali pelajaran yang pernah diterimanya, menyimpulkan penjelasan guru, membuat perbandingan konsep dengan konsep yang lain, dan kegiatan mental lainnya. Dari penjelasan diatas adalah dapat diketahui bahwa belajar adalah aktifitas yang dilakukan oleh siswa untuk dirinya sendiri.*

With the strategies used in learning, there are two principles that must be understood, namely, in choosing a strategy it can make it easier for students to achieve the competencies they want to achieve. For example, the application of student speaking clearly makes it easier for students to speak in the classroom using English. Seeing the activeness of students in class with the learning used, the researcher is interested in choosing this topic because the researcher wants to know the interactions that the teacher has with students in classes VII B and C. The writer also wants to know the interaction between classes B and C by observing in two classes B and C, the authors wanted to find out whether there were differences in

student speech between classes B and C during the learning process meeting. Based on the description above, the researcher wants to examine the interaction of teachers and students in speaking using the BIAS Strategy. The title to be researched is "An Analysis on Teacher and Students Interaction in the Speaking class using the BIAS Strategy at seventh grade SMPN 2 South Bengkulu.

1.2 Identification of the problem

Based on the identification of the problem, the researcher conduct at SMPN 2 South Bengkulu. The problem statements of this research are:

1. Student activeness in the learning process at their favorite school
2. Student learning strategies in speaking class make students easy to understand and enjoy learning English
3. The implementation of the curriculum K13 in SMPN 2 South Bengkulu

1.3 Limitation of the problem

The limitation of the problem, the researcher conducted at the Seventh grade at SMP 2 South Bengkulu. The teacher implemented three steps of teaching cycle namely; opening, core learning, and closing. The researcher using the method of speaking classroom interaction is Brown's Interaction Analysis System (BIAS). The limitation of the problem, the researcher conducted at the Seventh grade at SMP 2 South Bengkulu.

1. Teacher lecturer (TL)
2. Teacher Questions (TQ)

3. Teacher responses (TR)
4. Pupil Responses (PR)
5. Pupil Volunteers (PV)
6. Silence (S)
7. Unclassifiable (X) There is no categories

1.4 Research Question

Based on the formulation of the problem, the problem of the study is formulated in the following question:

1. What types of interaction conduct in speaking class SMP 2 South Bengkulu?
2. How is the teacher-students interaction in speaking class using BIAS Strategy at SMP 2 South Bengkulu?

1.5 Research Objectives

Based on the problem formulations, the objectives of the study formulated as follows:

1. The researcher identified the teacher-students interaction in speaking class at 2 South Bengkulu seventh grade students classes based on Brown Interaction Analysis System.
2. The researcher to identified the types of interaction conducted in speaking class SMP 2 South Bengkulu.
3. The researcher to investigated the tendency students used BIAS strategy in teacher-students interaction in speaking class SMP 2 South Bengkulu.

1.6. Significance of the Research

The results of this study are expected to contribute to the development of institutions in teaching English:

a. For the teacher

For the teacher, they can develop of their English teaching, she should increase indirect-influence walk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective. Teacher should reduce the use of mother-tongue especially teacher as a model, she should enrich her knowledge. For English Teachers

b. For the learners

For the learners, they have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

c. For the further researcher

The results can be used for the further researchers which focus on developing classroom interaction between teacher and students by using English in the classroom.

1.7. Definition of Key Terms

The title of this research is ‘An Analysis on teacher and students talk used BIAS Strategy at seventh grade SMPN 2 South Bengkulu. There are several key terms that need to be explained.

1. Speaking class is a part of productive skills which includes ability to construct meaning in order to get an understanding from the listeners.
2. Teacher and students interaction is communicate with their students as a means to influence or persuade them.
3. Brown’s Interaction Analysis System (BIAS) is the strategy that to analyzed research. Brown’s Interaction Analysis System (BIAS) consists of seven categories. There are three types of teacher- talk, two of students’ talk, one silence, and one unclassified. The three types of teacher-talk are Teacher Lectures (TL), Teacher Question (TQ), Teacher Response (TR); the two of students’ talk are Pupils Response (PR), Pupils Volunteer (PV); and the other types are Silence (S) and Unclassified (X). In this research, the writer only found four categories, there are: (1) Category TQ-PV, (2) Category TQ-PR, (3) Category TQ-PR-TR, (4) TL-PR.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Theoretical Description

2.1.1 Definition of Classroom Interaction

Classroom interaction is very important for teacher and students in teaching learning process. By knowing classroom interaction, the teacher can make evaluation of her teaching. Moreover, teacher can vary their teaching and seek the most appropriate way to teach students. Classroom interaction can be used by the teacher in improving and building students' skill. There are many definitions proposed by some experts about classroom interaction.

According to Allwright and Ellis classroom teaching should be treated as interaction. Van Lier says that interaction is essential for language learning which occurs in and through participation in speech events that is, talking to others, or making conversation.⁵ Pica, Kanagy, and FalodouninYufrizal claim that language is best learned and taught through interaction. In this view, interaction is used as the most important aspects that influence the failure or success of foreign language learning.⁶Wagner in Khadidja defines interaction as reciprocal events that require at

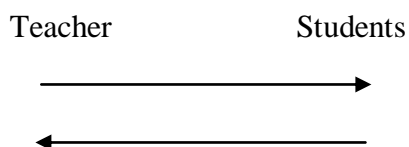
⁵Van Lier, L. *The Classroom and the Language Learner*. London: Longman.Xiao –yan, MA. 2006. *Teacher Talk and EFL in University Classrooms*.(China: Chongqing Normal University & Yangtze Normal University. 1988)

⁶Yufrizal, H. *An Introduction to Second Language Acquisition (A Text Book for ESL Learners and English Teachers)*. (Bandung: PustakaRekaCipta. 2008)

least two objects and two actions.⁷ Interaction occurs when these objects and events naturally influence one another. It means that in classroom interaction, the teacher and students interact reciprocally.

In addition, Allwright and Baily in Khadidja hold that interaction is something people can do together i.e. collectively.⁸ Obviously, in the classroom, it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and soon. It shows that in English classroom interaction who should talk is teacher and students, on what topic deals with the material that is learnt, and in what language is English.

Moreover, Brown in Dagarin says that interaction is, in fact, the heart of communication: it is what communication is all about.⁹ Dagarin also comments that classroom interaction is two way process between the participants in the learning process. The teacher influences the learners and vice versa.



Brown proposes that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each

⁷ Khadidja, Kouicem. *The Effect of Classroom Interaction on Developing the Learner's Speaking Skill*. (Constantine: Mentouri University, 2009)

⁸ Ibid

⁹ Dagarin, Mateja. *Classroom Interaction and Communication Strategies in Learning English as a Foreign*. (Ljubljana: Slovene Association For the Study Of English, 2004)

other.¹⁰ Interaction in English class involves not only expression of one's own ideas but also comprehension. In sum, classroom interaction is two way process between the participants that considers who should talk, to whom, on what topic, and in what language resulting in a reciprocal effect on each other and involving not only expression of one's own ideas but also comprehension. Thus, English that is learnt by Indonesian people as foreign language is best learnt and taught through interaction. Classroom interaction in English subject is the important part that should be known through the interaction between the teacher –students and among students to see whether it facilitates the language learning or not. Cook states that teachers should focus on the quality of their talk and find appropriate forms of teacher talk to make their talk more effective, stimulating, and interesting.¹¹

2.1.2 Definition of Speaking

In English language teaching, speaking is a part of productive skills which includes ability to construct meaning in order to get an understanding from the listeners. It is in line with Nunan that speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning.¹² Additionally, Chastain states that speaking is a productive skill and it involves many components which is more than making the right sounds, choosing the right words or getting the

¹⁰ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed). (New Jersey: Longman. 2001)

¹¹ Cook, V. *Second Language Learning and Language Teaching (2nd Edition)*. (Beijing: Foreign Language Teaching and Research Press. 2000)

¹² Nunan, D. *Practical English Language Teaching*. (Boston: McGraw Hill. 2003)

constructions.¹³ Jones says that speaking is a form of communication, so it is important that what you say conveyed in the most effective way.¹⁴

Furthermore, Burns and add that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.¹⁵ Donough and Shaw mention that speaking is the way to express ideas and opinion, expressing and desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship.¹⁶ In summary, speaking is interactive process of expressing idea or meaning orally that is formed by making the right sounds, choosing the right words or getting the constructions. In order to make the speaking understandable, the teacher and student should communicate actively by using verbal or non-verbal communication to convey meaning. It is related to Brown that speaking is a skill in producing oral language.¹⁷ It is not only utterance but also a means of communication. It occurs when two or more people interact to each other, which aims at maintaining social relationship between them.

Therefore, teacher needs to build good social relationship to students in order to make the classroom atmosphere becomes interactive through interaction. Thus, it can be said that speaking is process between speaker and listener. This is a productive

¹³Chastain, K. *Developing second Language Skills (2nd Ed)*. (Chicago: Harcourt Brace Publisher. 1998)

¹⁴ Jones, R. *Speaking and Listening*. (London: John Murray Publishers Ltd. 2004)

¹⁵Burns, A., & Joyce, H. *Focus on speaking*. Sydney: National Center for English Language Teaching and Research. (1997)

¹⁶Donough, M.C, J & Shaw, C. *Materials and Methods in ELT: A Teacher's Guide* Oxford: (Blackwell Publishers Ltd. 1993)

¹⁷ Brown, H. D. *Teaching by principles*. (New Jersey: Prentice Hall. 1994)

skill in which the speaker produces and uses the language by expressing the ideas and at the same time she tries to get the message in the ideas.

2.1.3 Teacher Students Interaction in Speaking Class

In analyzing teacher and students interaction in speaking class, the writer focuses on analyzing categories into two main points: there are classroom activities and interaction analysis by using Brown's Interaction Analysis System.

2.1.4 Brown's Interaction Analysis System

According to (Hadiat, 1980: 2), interaction analysis is a series of specific occurrences of events between the teacher and students in a teaching and learning process, obtained by recorded and recorded, so as to obtain an overview of the interaction patterns that occur. Brown (in Hadiat, 1980: 3) groups teacher and student activities that occur during the teaching and learning process in the classroom into seven groups. The pattern of interaction according to the groupings compiled by Brown is usually called BIAS (Brown Interaction Analysis System). Grouping teacher and student activities according to Brown (Bias Categories), namely: 1) Lecture, if the teacher only gives information (Teacher Lectures = TL). The lectures are explained, explained, directed and told. 2) Teacher questions (TQ), questions about content or questions that are nature. Analysis of the Interaction of Teachers and Students in Learning English in eighth grade South Bengkulu directing. 3) Teacher response (Teacher Response = TR), as the teacher's response to students can be expressed with an attitude of praise, jest, accept and use students' thoughts, develop student answers. When assessing student work or student answers often use words

such as: the answer is incorrect, better, if only; etc. 4) Student responses (Pupil Response = homework), student responses can be in the form of answers to teacher questions and can also be in the form of student questions that mean asking for further explanation. 5) Volunteers (Pupil Volunteers = PV), without any instructions students ask questions, or make comments on the teacher or fellow students. 6) Calm down, nothing happens (Silence = S), at rest. 7) Excludes categories 1 through 6 (Unclassifiable = X). It cannot be classified into 1 to 6 or it is very difficult to declare it in one particular category. Confusion in which communication cannot be understood; unusual activities such as reprimanding or criticizing students, demonstrating without being accompanied by the teacher or the student's conversation; a short sequence of blackboard work without accompanying the teacher or student to work, so that interaction does not occur.

2.1.5 Types of Interaction

There are three types of interaction used by the teacher and the students, they are: (1) Learner-content interaction becomes the main interaction because the content or subject can be interactive or provide for one way communication both the teacher and the students, (2) Learner-instructor interaction becomes the main of interaction because the instructor can to be the motivating students to learn, maintaining, and enhancing their interest in subject matter, (3) Learner-learner interaction becomes the type of interaction used by the teacher and the students in the classroom. The students not only need the teacher, but also need the other students.

1) Learner-Content Interaction becomes the main interaction because the content or subject can be interactive or provide for one way communication both the teacher and the student

For example:

Mr. Cas: What are you watching there? (show the display text) Students: There is a girl on the bed.

Mr. Cas : What did she get up?

Bila : Seven o'clock.

2) Learner-Instructor Interaction becomes the main of interaction because the instructor can be the motivating students to learn, maintaining, and enhancing their interest in subject matter.

For example:

Mr. Cas : Good Morning, students.

Students : Good Morning, Sir.

Mr. Cas : How are you today?

Students : I'm fine, and you?

Mr. Cas : Fine too. Thank you.

3) Learner-Learner Interaction becomes the type of interaction used by the teacher and the students in the classroom.

For example:

Hendrika : Apaartidariembarrassing, Putri? (What is the meaning of embarrassing, Putri?)

Putri : Embarrassing berartimemalukan.

Hendrika : What is the meaning of Tony fell the ground?

Putri : The meaning is Tony jatuhketanah.¹⁸

2.2 Related Previous Study

In this part, the researcher states the closely-related study which is relevance with this study in some cases, such described below:

The first relevant study is MuhamadRiyadlulFanani(3213082080), 2012, “A Study on Classroom Interaction is Speaking Class of the Second Semester Students at STAIN Tulungagung.” Conduct a research to describe and explore what are the types and levels of classroom interaction in speaking class, how the teacher stimulate and encourage the students to engage to speak in speaking class, and how do the student involve themselves in interaction during the teaching learning process in speaking class. The subjects of this study are the speaking lecturer and the second semester student of A class at STAIN Tulungagung. From the observation was conducted by the researcher, the result shows that there were three types and levels of classroom interaction that occurred in speaking class, interpersonal interaction, group interaction and cultural interaction. There were some process of lecturers“ way to stimulate and

¹⁸Wahyuningsih, Lina. *A Descriptive On Teacher Learner Interaction In Speaking Class At The First Year Of Smp 2 (BendosariSukoharjo In 2010/2011)*. (Surakarta: Muhammadiyah University Of Surakarta. 2011)

encourage to the student to speak, they were: breaking down the topic, allowing the student to apply code switching or code mixing, monitors the student or group and the teacher makes some joke or humors.

Second relevant study is AjengNafrina(2201403577) 2007, “Teacher Talk and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal” The result of this study shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction. For the equipment, the learners were adequately provided with English learning resources, but there were no visual aids. The limited equipment made it difficult for the teacher to develop her teaching strategy. The learners condition showed that they should be more active because some of them was still confused or gave no answer. It can be concluded that there are mutual dependence of roles between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English.

The third study is ZulfianaRahmawatiShalihah SRN. 26.10.6.2.261, ‘An Analysis Of Teacher’s Talk And Students’ Talk At The Tenth Grade Students Of Male And Female Classes In The Speaking Class At Mam Klaten In Academic Year 2016/2017.’ The result of this study is The patterns of teacher talk of female class and male class consisted of two patterns they were T-S and T-Ss. These two patterns had

more specific pair categories based on FIAC. T-S in class female class consisted of six pair categories in form of asking question-student's response, praising or encouraging-student's response, praising or encouraging-student's initiation, giving direction-student's initiation, criticizing or justifying authority-student's response and accepting or using idea of student student's response. Meanwhile T-Ss pattern in class female class also had six pair categories consisted of asking question-students' response, asking question-silence or confusion, praising or encouraging-silence or confusion, lecturing-student's response, accepting or using idea of student silence or confusion and praising or encouraging-students' response.

Based on the previous studies above, the researcher try to conduct the study about classroom interaction between teacher and students and try to find something new in the research it is about the aspects of interaction in the classroom that occur during the teaching learning process. Which is this study haven't conduct yet by the previous study. Beside that, the researchers conduct a research with different subject from the two previous studies above. The subject of this research is SMP 2 South Bengkulu and researcher using BIAS (Brown Interaction Analysis System). It is of course there are different significant because the level from two subjects is really different and the ability in mastering English is also different. So, it is why the researcher really intended to conduct their study by using seventh grade students" as the subject of her study.

Table 2.1**Table of Previous Research Summary**

No	Name/title	Method	Approach	Data Collecting Technique	The Result
1	RiyadlulFanani(3213082080), 2012, "A Study on Classroom Interaction is Speaking Class of the Second Semester Students at STAIN Tulungagung.	Qualitative	Descriptive Qualitative	Documentation	From the observation was conducted by the researcher, the result shows that there were three types and levels of classroom interaction that occurred in speaking class, interpersonal interaction, group interaction and cultural interaction. There were some process of lecturers" way to stimulate and encourage to the student to speak, they were: breaking down the topic, allowing the student to apply code switching or code mixing, monitors the student or group and the teacher makes some joke or humors.
2	AjengNafrina (2201403577) 2007, "Teacher Talk and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal	Qualitative	Descriptive Qualitative	Record and Interview	The result of this study shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction.

3	ZulfianaRahmawatiShalihah SRN. 26.10.6.2.261, "An Analysis Of Teacher's Talk And Students' Talk At The Tenth Grade Students Of Male And Female Classes In The Speaking Class At Mam Klaten In Academic Year 2016/2017.	Qualitative	Descriptive Qualitative	Observation and Interview	The result of this study is The patterns of teacher talk of female classand male class consisted of two patterns they were T-S and T-Ss. These two patterns had more specific pair categories based on FIAC. T-S in class female classconsisted of six pair categories in form of asking question-student's response, praising or encouraging-student's response, praising or encouraging-student's initiation, giving direction-student's initiation, criticizing or justifying authority-student's response and accepting or using idea of studentstudent's response. Meanwhile T-Ss pattern in class female classalso had six pair categories consisted of asking question-students' response, asking question-silence or confusion, praising or encouraging-silence or confusion, lecturing-student's response, accepting or using idea of studentsilence or confusion and praising or encouraging-students' response.
4	AnisaSafitri (an analysis on	Qualitative	Descriptive Qualitative	Observation, documentatio n, interview	This is based on the analysis that has been done in the interaction class

	teacher and students interaction in speaking class using bias strategy at seventh grade smpn 2 south bengkulu				using the strategy. BIAS (Brown Interaction Analysis System). In this category the interaction that tends to emerge in class VII E in learning English is Pupil Responses (PR), with this category students are more visible in spirit and more comment or ask the teacher, so the interaction is called two-way interaction. Regarding the four skills in English in the first and second meetings in class VII E, more emphasis is on speaking skills as a basic competency in language skills and using the Pupil Response category in order to have interconnectedness.
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CHAPTER III

METHODS AND PROCEDURES

3.1 Research Design

The design of this study uses an inductive analytic approach. This research is a descriptive-qualitative research, especially in the form of case studies in class and to identify the use of English in the classroom. In the classroom the occurrence of interactions involving human behavior in the natural environment, researchers decide to use a qualitative approach to learning. As stated by Nunan, qualitative methods, attention with an understanding of the human behavior of the actors themselves as a reference, explorative, descriptive, and process-oriented framework.¹⁹

The researcher was conduct this research in the first three ways by making recorded observation and it will be as the main source. Second, the interview of the participants students in the class and English teacher. Then, the data analyzed by Brown Interaction Analysis System (BIAS Strategy).

3.2 Data and Data Source

3.2.1 Data

Data refers to the answer of the research question. Bogdan and Biklen, define that “Data as the rough needs researchers collect from the world they

¹⁹Nunan, David, *Research Method in Language Learning*, (New York: Cambridge. University Press, 1992), p. 4

are studying.²⁰ The data usually to include materials by the people doing study such as, record, transcript, and participant observation field notes. In this research, the researcher use qualitative data based on the data from field and other source. In this research used descriptive qualitative data.

Then, the researcher taught the data were the interaction conducted by teacher and learner during the teaching-learning process in the classroom, the aspects of interaction in the classroom and the pattern of interaction which happen during the English class. In this research there were two forms of the data. The first data are collected from the observation field. The second data are transcript of the teacher and the student talking that was recorded by the researcher during teaching learning process.

3.2.2 Data Source

Data source is the data taken from the research. The data sources is very important in the study, because the researchers want to take informations from the source of the data. This study source of the data got from:

- a. Teachers who taught English in class of VII SMPN 2 South Bengkulu
- b. Students of seventh grade SMPN 2 South Bengkulu

²⁰ Robert Bogdan and Sari KnoppBiklen, *Qualitative Research for Education. Third Edition* (Boston: Allyn and Bacon, 1998), 106.

3.3 Data Collection Technique

There are three ways the data collection techniques & three instruments used in this research. According to Ary, in the most qualitative studies, data collection and data analysis take place simultaneously. In other words, the researcher could start to make interpretation before all the data collected.²¹ There are as follows, observation, interview, and documentation for the data collection techniques.

1. Observation

Observation method applied in this research is passive participatory observation. According to Sugiyono, "Participatory observation can be classified into four, namely passive participation, moderate participation, direct observation and disguises, and complete observation."²² The observation is a method of analyzing from the observation checklist and interview systematically about behavior by looking at or observing systematically about the behavior or observing someone who is talking to the teacher in the class of SMP 2 South Bengkulu in the academic year 2019/2020. The observation guidelines for the students and teacher is presented belows

²¹Ary, et al. 2010. 2006. Introduction to Research in Education. Wadsworth: Cengage Learning. Pdf.P-425.access on 28/11/2019

²²Sugiyono, Educational Research Methods Quantitative, Qualitative, and R&D Approaches, (Bandung: Alfabeta, 2014)

Table 3.1

Table of Observation Guideline

Aspect	Sub-aspect	Component	Indicators
BIAS (Brown Interaction Strategies)	Teacher and Students	1. Teacher lecturer (TL)	The teacher give the information to the students
		2. Teacher Questions (TQ)	The teacher give the question to the students
		3. Teacher responses (TR)	The teacher give a respons to the students
		4. Pupil Responses (PR)	The students give a respons to the teacher
		5. Pupil Volunteers (PV)	The students submit the question to the teacher
		6. Silence (S)	There is no activity
		7. Unclassifiable (X) There is no categories	There is no classification categories

2. Interview

Interview is a process of asking someone opinion about something. The interview is a way of collecting data to take direct information from the resource. The interview that used by the researcher in this researcher in this research is a structured interview which the questions are totally made by the researcher. The interview guidelines for the teacher is presented belows:

Table 3.2

Table the Interview Guideline

Aspect	Sub-aspect	Component	Indicators	Question number
Teacher	Brown's Interaction Analysis System	Learning activity used Syllabus and RPP	<ul style="list-style-type: none">• To find out wheter teacher teach according syllabus and lesson plan	1,2,3,4,5
		The interaction of learning in the application of K13	<ul style="list-style-type: none">• To find the interaction that used in the curriculum K13	6,7,8,9,10

3. Documentation

The researcher used this method to obtain documents related with research.

They are school file like the data of the teacher, students, syllabus, and lesson plan.

3.4 Instruments

The instruments that used in this research were speaking test, observations checklist, and field-note

a. Speaking test

In this research, the test focus on the asking and giving opinions material. In this test the researcher will ask the students to speak about asking and opinions. The purpose of the test to measure the students ability in speaking

asking and giving opinions. The test is given at the end of the cycle. From the test, the researcher know the students improvement in speaking asking and giving opinions.

Table 3.3
Table of Test guideline

Criteria	Score	Component in scoring test
Pronunciation	5	The students can pronounce the words very well.
	4	The students can pronounce the words very well.
	3	The students can pronounce the words adequate enough
	2	The students can pronounce the words frequently unintelligible
	1	The students can pronounce the words poorly
Vocabulary	5	The students has board vocabulary
	4	The students has adequate vocabulary
	3	The students has good enough vocabulary
	2	The students has limited vocabulary
	1	The students has very limited vocabulary
Fluency	5	Speech is following style, mostly easy to understand.
	4	Speech of speech seems to be slightly affected by language problem
	3	Speech and fluency is father strongly affected by language limitation
	2	Usually resistant: often force to silence by language limitation
	1	Speech is as halting and fragmentary as to make conversation virtually impossible
Accuracy	5	The students has very good grammar.
	4	The students error in grammar is quite rate.
	3	The students grammar is good enough, able to aspect the language with sufficient structure
	2	The students constraction of grammar is quite accurately

		but does not have through or confidence control
	1	The students error is frequent but the content still understood.
Comprehension	5	Ideas highly organized, covers all of the elements of speaking.
	4	Ideas well organized, covers almost all of the elemets of speaking.
	3	Ideas less organized, some missing parts of the elements of speaking in practicing conversation.
	2	Ideas less organized, covers only the main elements of speaking problem in practicing conversation.
	1	Unorganized ideas, a lot of missing parts of the elements.

b. Observation checklist

Observation was the ways to collecting the data of teaching and learning process in the classroom. This observation would be conducted by the researcher and English teacher. And checklist is administered in order to indicated te activities or involvement done by the students in every meeting. So, observation checklist is need to record the observation data during the observation process by giving a tick mark (√) on the aspect that were being observed. It would useful to gain the information about the condition of the teaching and learning process in the classroom. The researcher and English teacher would observe every meeting of teaching and learning process that had conducted.

Table 3.4

Table of Observation Indicator Guideline

Indicator	Sub-Indicator	Question Number
During learning process	The respons of students to the teacher	1,2,3,4
The Implementation speaking interaction	Students will be interaction activities in the classroom	5,6,7,8,

c. Field-notes

The researcher use the field note as an instrument to know the systematic record of the measures.

List of Field Note

Grade :

Date :

Meeting :

Figure 1.1 Field Notes That Use In This Research



3.5 Technique analysis Data

According to Baden and Major, the process of analysis was done when the researcher explained about problems statement or before on the field, furthered followed by reporting the result of research. Nevertheless, in qualitative research was focus on the process of investigative rather than after process.²³

In addition, according to Creswell, the activity of data analysis in qualitative research was worked as interactive and continued until the data was complete. Therefore, the three activities of data analysis are data reduction, data display, and conclusion/verification. The will be explained as follows:²⁴

1. Data Reduction

The first point of data analysis is reduction, which related by Baden and Major, that reducing the data was summarized, to select the main point, to focus the important thing, and then search the theme and design.²⁵ It means to omit the unimportant thing and to make classification of data. The argument was supported by Creswell; data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Hence, in this research, the researcher classified the data that included with speech communities function; later on the other data is not functioned.

2. Data Display

²³ Baden and Major, *New approaches*....., p. 20.

²⁴ Creswell, *Qualitative inquiry*....., p. 65.

²⁵ Baden and Major, *New approaches*....., p. 35.

The second point of analysis was data display that contained the next step of reduction. Meanwhile, Creswell clarify that the most frequent form of display data for qualitative research data in the past has been narrative text.²⁶ This point out that in the qualitative research, the presenting of data can be carried out for short description, chart, a connection among categories, or flowchart and so on.

Moreover, Baden and Major considered the data display help the researcher understand what is happening and to do something further analysis or caution on that understanding. Afterward, besides of narrative text the forms of qualitative data display concern of matrices, graphs, and charts.²⁷ From the explanation above the researcher classified the data of the teachers. Speech communities function and displayed them in the data presentation.

From the explanation above, the model analysis is showed on the figure follows:

3.6 Researcher Procedure

There are several steps in conducting this research, they listed as follows:

1. Finding data

In this research, the research used to techniques to find the utterance of teachers instructional language that include speech communities function. They are observing and recording.

2. Transcribing

²⁶ Creswell, *Qualitative inquiry*....., p. 69.

²⁷ Baden and Major, *New approaches*....., p. 37.

To apply this technique in order to achieve the good conclusion, which the note having content that what may appear, at first hearing to be internationally obvious can subs seen to base on precise mechanisms skillfully used by participants, for instance, how speaker delays his refusal or hearer's offer.

3. Listing the transcript data

Subsequent after transcript data is list the m based on the type of instructional language. Thus, the researcher will intend to apply this technique so that to be easy for classifies the data.

4. Data classification

The lists of data which will use by researcher for classifying them according to the type of speech communities function in sociolinguistics analysis. It will be further by presenting code of type.

The qualitative data derived observation checklist and field-notes from the collaborator ad the result of the interview of the students. To analyze this data, the researcher used analyze in BIAS Strategy.²⁸

²⁸ L.R Gay And Peter Airasian. *Educational Research: Competencies For Analysis And Application*, USA : Prentice Hall, 2000, P.231-232

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 RESEARCH FINDINGS

Based on the results of research on interactions in English learning activities in class VII SMPN 2 South Bengkulu by using interaction analysis according to BROWN (BIAS = Brown Interaction Analysis System) which consists of seven categories, namely: (1) Lectures (Teacher Lectures (TL), (2) teacher questions (Teacher Questions (TQ), (3) teacher responses (Teacher Response (TR), (4) student responses (Pupil Responses (PR), (5) volunteers (Pupil Volunteers (PV), (6) calm (Silence (S), (7) and not including the 6 categories above because it cannot be categorized (Unclassifiable (X). Interactions that occur in the learning process in class VII B and VII C are both two-way, but the categories are appears in the learning activities between the two different classes. The data are obtained from the observation grid which is done twice in each class.

4.1.1 Interacton on Teacher Students in Speaking Class VII B

1. Teacher Lecturer (TL)

When the teacher gives information. In lecturing, the teacher not only provides information to students, but also explains, elaborates, directs and tells. During the lecture it was clear when the teacher explained the students of class VII B Seemingly enthusiastic in participating in learning English and had sat neatly with a view pointing to the front of the class calmly. Before starting the lesson the teacher asks to

pray first and led by the class leader. Interaction occurs when the teacher directs the class leader to lead the prayer. This interaction occurs in one direction.

(Appendix 1)

Teacher : “Well, before we start learning today, lets pray together first, please the head of class lead for god.” (**Teacher Lectures (TL.1)**)

Student 1 : “Stand up please give greeting for our teacher. (Pupil Respon (PR.1)

In the core activities of teacher learning explains the introduction of introductions in English. During the learning process students continue to pay attention to what is being explained by the teacher. After explaining, teacher m emberikan question to the student, but soon the atmosphere m enjadi silent, nobody ya ng speak, but the hose a few minutes seemed seen one of the students answer the teacher's question that this case can be seen in the excerpt below:

Teacher: “The first met today is about greeting. There is know about greeting students?(Teacher Questions (TQ.1)

The classroom situation calmed down, no one spoke in the slightest (Silence)(S)

Student 1 : “Introduce sir” (Pupil Volunteers (PV.1)

Teacher : “Oke good. Now who is want to try to introduced the front of class in English?(TQ.2)

Student 1 : “ I am sir”. (Pupil Respons (PR.2)

Teacher : “Oke good, Please.(TQ.3)

Student 1 : “I want to introduce my self. My name is lala. I am from manna. My hobby is singing. Thank you.(PR.3)

Based on the quotation above, it can be seen that when the teacher explains the learning material in the core learning activities, there is a two-way interaction because in the Teacher Lectures (TL) category the teacher does not only explain the learning material to completion, the teacher asks a question to the student and then one of the students answer the question, then the teacher responds to students' answers by adding and expanding answers.

2. Teacher Question (TQ)

(Teacher Questions (TQ) is a form of activity which di in the learning process involved are students and teachers, but more focused to the teacher.

(Appendix 1)

Teacher : “How are you today students?” (**Teacher Questions (TQ.4)**)

Student 1 : “Alhamdulillah I fine sir”. (*Pupil Respons (PR.4)*)

Student 2 : “Alhamdulillah I am good sir”. (*Pupil Respons (PR.5)*)

Student 3 : “Well sir it is great”. (*Pupil Respons (PR.6)*)

Teacher : “Alhamdulillah you all good” (*Teacher Respons (TR.1)*)

So, all is ready to learning in English, Right?(**Teacher Questions (TQ.5)**)

Students : “Yes sir. Ready”. (*Pupil Respons (PR.7)*)

Based on the above quotation, it can be seen that before the learning activities begin, students seem eager to start learning today. In teaching and learning activities there is a two-way interaction because when the teacher asks the news one student answers, then the other two students also respond to the

teacher's question. Then the teacher responds again to the student's answer and returns to the question whether the students are ready to learn English.

3. Teacher Respons (TR)

Teacher Respons is an activity of teachers in merespon students either by way of praise, joking, receiving, downloading NOTICE or develops the idea of the student's mind.

Teacher : “How are you today students?” (*Teacher Questions (TQ.6)*)

Student 1 : “Alhamdulillah I fine sir”. (*Pupil Respons (PR.4)*)

Student 2 : “Alhamdulillah I am good sir”. (*Pupil Respons (PR.5)*)

Student 3 : “Well sir it is great”. (*Pupil Respons (PR.6)*)

Teacher : “Alhamdulillah you all good” (***Teacher Respons (TR.1)***)

So, all is ready to learning in English, Right? (*Teacher Questions (TQ.7)*)

Students : “Yes sir. Ready”. (*Pupil Respons (PR.7)*)

Students look seemed excited when the teacher asked about the news mer eka before starting the study, not just one among the students who answered, but the other students involved responding to questions given by the teacher. The answers given by students can be responded well by the teacher by giving thanks Alhamdulillah. Interaction that occurs in this learning is two-way, caused by

the relationship that is owned individually between the teacher and students, not with one student with other students.

4. Pupil Respons (PR)

Student response is an activity carried out by students in answering the questions given by the teacher, the class questions, or student questions to the teacher to ask for further explanation. Based on observations made during teaching and learning activities in class VII B, students respond to what the teacher is talking about as an answer to a question related to the material learned that day. In this category two-way interactions occur due to communication that occurs due to communication between the teacher and students who act as the giver of the action and the recipient of the action. Students respond to the teacher's questions with such enthusiasm although not all speak. This can be seen in the quote below:

Teacher : “Well, before our start learning I want to check your absent”.
(Unclassifiable (X.1))

Students : “Yes sir”. (**Pupil Respon (PR.8)**)

Teacher : “How are you students?” (*Teacher Questions (TQ.8)*)

Student 1 : “Alhamdulillah fine sir”. (**Pupil Respons (PR.9)**)

Student2 : “Alhamdulillah good sir”. (**Pupil Respons (PR.10)**)

5. Pupil Volunteers (PV)

Pupil Volunteers (PV) is an activity in which one of the students asks questions and expresses opinions without instructions and instructions from the teacher. Based on the results of observations on learning activities of English in class VII B this activity occurs when the teacher gives questions to students then students raise their hands without any instructions or instructions from the teacher to answer these questions. This category of student response occurs in two-way interactions. This can be seen in the quote below:

Teacher : "Before learning stop I want ask you first, who is remember the meaning about greeting in Indonesia? (Teacher Questions (TQ.9)

The classroom situation calmed down, no one spoke in the slightest (Silence (S)

Student 1 : "I am sir" (Raise Hand). Perkenalan (Pupil Volunteers (PV.3)

6. (Silence (S)

This category is a state of quiet or silent for a moment as the teaching learning process. Based on the results of observations this category occurs when you want to start learning early and when learning takes place or the core of learning. When starting to learn students are asked to pray first, so that the atmosphere becomes calm and everyone is solemn in praying. There is no interaction that occurs because there is no interaction that occurs in the teacher and students. Can be seen in the quote below:

Teacher: "Well, before we start learning today, lets pray together first, please the head of class lead for god.. (Teacher Lectures (TL.1)

S1 : "Pray start". (Silence (S.1)

SI : *"Pray stop". (Silence (S.2))*

When learning takes place until the end of English learning the atmosphere becomes calm or nothing happens (silence (S)) because when the teacher asks no one to answer the question, so the class becomes calm and quiet in a few seconds, no one is speaking: Categories can be seen in interactions that occur in one direction because the teacher acts as a giver of action, so students become passive. This can be seen in the quote below:

Teacher : *"Teacher: "Come on, who wants to try introducing them in front of the class? (Teacher Questions (TQ.2))"*

The classroom situation calmed down, no one spoke the slightest (Silence (S))

7. Unclassifiable (X)

Category (unclassifiable (x)) is a category that can not be classified. In this category there is ambiguous because it can not perform communication or difficult to understand. In English lesson this category occur the activities of the beginning and end of learning, the lack of interaction happens that category this cannot be classified, this can be seen in the quote below:

(Early Learning Activities)

Teacher : *"Well, before we start learning today, lets pray together first, please the head of class lead for god." (Teacher Lectures (TL.2))"*

Student 1 : *"Stand up please, give greeting for our teacher . (Pupil Respon (PR.11))"*

Students : “AssalamualaikumWarrohmatullahiWabarrokatush”. (**Unclassifiable**)
(X.1)

Teacher : “WaalaiikumsalamWarrohmatullahiWabarrokatush”. (**Unclassifiable**)
(X.2)

(Final Learning Activity)

Teacher : “Alright class leader please prepare (Teacher Lectures (TL.3)

Student 1 : “Yes sir. Wiliing, greet the teacher) ‘’(Pupil Responses (PR.12)

Students : “AssalamualaikumWarrohmatullahiWabarrokatush” (**Unclassifiable**)
(X.3)

Teacher : “WaalaiikumsalamWarrohmatullahiWabarrokatush” (**Unclassifiable**)
(X.4)

Based on the above quote, it can be seen that the greetings that were said before the lesson begins and when it will end the learning of this category still cannot be classified , this causes the interaction that occurs in this category also does not exist.

4.1.2 Interacton on Teacher Students In Speaking Class VII C

1. Teacher Lectures (TL)

When the teacher gives information. Teacher Lectures (TL) in teacher lecturing not only provide information in the learning process, but also can explain,

describe, direct and tell. Based on observations made at the first meeting while learning English in class VII C, the teacher first directing students to pray at the initial activities of learning, then roll student, asking the news, and provide an explanation of material relating to these days and ask students who do not attend school. The activities have occurred between teachers and students where teachers act as a conduit of action while student as a receiver action, this is included in one-way interaction, this can be seen in the quote below.

(Appendix 1)

Teacher : “Well, before we start learning today, lets pray together first, please the head of class lead for god.” (**Teacher Lectures (TL.1)**)

Student 1 : “Yes sir. Stand up please give greeating for our teacher”. (*Pupil Respon (PR.1)*)

Student 1 : “Pray start”. (*Silence (S.1)*)

Student 1 : “Pray stop”. (*Silence (S.2)*)

2. Teacher Questions (TQ)

The Teacher Questions (TQ) category that occurs in learning English in class VII F, there are a number of activities both at the beginning, at the beginning and at the end of learning. In the learning process this category ever when the teacher explains the lesson , then give question to students that are to remember, evaluate, or understanding of, the synthesis or any type of other questions. This can be seen in the quote below:

Teacher : “Try to mention the names of days, months, and years in English?(Teacher Questions (TQ.1). Why do we have to know the day, month and year in English? (Teacher Questions (TQ.2)Who can name and day in English? (**Teacher Question (TQ.3)**)

Teacher : “Ridho? Can you? (**Teacher Questions (TQ.4)**)

Student 2 : “Yes sir, I want to try”. (*Pupil Respons (PR.2)*)

Based on the above quote, it is seen that the teacher gives cognitive questions. Cognitive questions are questions given by the teacher to students aimed at testing students' knowledge, understanding, and opinions about the material being studied. This activity occurs and is one-way.

3. Teacher Respons (TR)

The teacher's response is included in the teacher's activity in responding to the students either by praising, joking, accepting or developing students' characteristics. Based on the results of the second observation made while learning English in class VII C, the teacher's response occurred. This category is only found in the initial activities and core learning activities. So, in the core learning activities the teacher response category exists when students answer questions raised by the teacher. This can be seen in the quote below:

Student 3 : “Is it important we know the name of the day and month in English sir? (*Pupil Volunteers (PV.1)*)

Teacher : “Yes, of course, by knowing the name of the month, day and number, we can easily for example in sending letters. (**Teacher Responses (TR.1)**) Do children ever send letters? (Teacher Questions (TQ.5))

Student 1 : “Love letter sir”. (Pupil Responses (PR.3))

Teacher : “Yes, that could include a love letter as part of history.” (**Teacher Responses (TR.2)**)

Based on the above quotation, it can be seen that there is a teacher's response to students and redevelop the answers to student questions so that students can better understand and increase students' knowledge. Interactions that occur in this category occur two ways, because there are students who ask questions and the teacher responds to students, so there is a reciprocal relationship between two people where the teacher is the information provider and the student is the recipient of the information.

4. Pupil Respons (PR)

Pupil Respons (PR) is an activity carried out by students in answering questions given by the teacher , questions by other students or classmates, as well as student questions to the teacher to get detailed information. This category is always there in any learning activities, both on initial activities, core and end pembelajaran a distance. Language learning on core English activities in class VII C, the teacher asked a few questions to the students about the matter today. Then students

answer these questions, so that students' responses emerge when the teacher asks questions in class. The response is in the form of answers related to the material or outside the material. Student response activities can be seen in the quote below:

(First meeting in class VII C, attachment 1)

Teacher : “Why do we have to send letters? (Teacher Questions (TQ.6). In accordance with the objectives, namely to convey information. If someone we are aiming for is around us and is in the same situation (Teacher Lectures (TL.2). Now, let us give an example: on average we are in Manna, for example Sundanese gentlemen and talk to you, the majority of whom use the language Manna (Teacher Lecture (TL.2). Can you convey the information or goals that you want to talk about?
”(Teacher Questions (TQ.6)

Students : “cannot be reached sir.” (**Pupil Response (PR.4)**)

Teacher : “Why?” (Teacher Questions (TQ.7)

Student 1 : “Because of different language”. (**Pupil Respons (PR.5)**)

Teacher : “Because of different languages, or the language is not communicative. (Teacher Responses (TR.3). So what is communicative language and what kind of language is it really?) (Teacher Questions (TQ.8)

Student2 : “The right language”. (**Pupil Respons (PR.6)**)

In this category the interaction that occurs is bidirectional. It can be seen that when one student responds to the teacher's question, then the other student answers related to the material. This category is only seen in the two-way relationship between teachers and students.

5. Pupil Volunteers (PV)

Pupil Volunteers are activities carried out by students in asking teachers without instructions or instructions. Based on observations made in class VII C in English language learning this category is only seen in the initial and core learning activities.

(Appendix 1)

Teacher : Today try the children to write a letter about students who do not go to school, officially, yes, not a letter that contains something else. What should be given? Announcement? (Teacher Questions (TQ.9))

The situation becomes calm again, no one talks at all (Silence (S))

Student 1 : (Raise a hand) Sir permit (Pupil Volunteers (PV.2))

Based on my Tipan above shows one of the students raised her hand and answered questions without an order from a teacher, it is very good because in the learning process of students had to be prosecuted for a more active and independent without any directions or instructions from the teacher. Interactions that occur in this category are two-way because they only deal with two people, the teacher and students, without any comments or objections from other students.

6. Silence (S)

This category is a state of calm or pause during the teaching and learning process. Based on the results of observations this category occurs when you want to start learning early and when learning takes place or the core of learning. When starting to learn students are asked to pray first, so that the atmosphere becomes calm and everyone is solemn in praying. There is no interaction that occurs because there is no interaction that occurs in the teacher and students. Can be seen in the quote below:

(First meeting in class VII C, annex 1)

Teacher : "Well, before starting the lesson we pray first yes, class president prepares his class" (Teacher Lectures (TL.3))

Student 1 : "Yes sir. Willing to greet Mother Teacher." (Pupil Response (PR.7))

Students : "Assamualaikumwarrohmatullahiwabarokatuh". (Unclassifiable (X.1))

Teacher : "Wa'alaikumsalamwarrohmatullahiwabarokatuh". (Unclassifiable (X.2))

Student 1 : "Pray start". (**Silence (S.3)**)

Student 1 : "Pray stop". (**Silence (S.4)**)

7. Unclassifiable (X)

Category (unclassifiable (x)) is a category that can not be classified. In this category there is ambiguous because it is not able to communicate or difficult to understand. In English lesson this category occurred on the activities of the beginning

and end of learning, the lack of interaction that occur so that this category cannot be classified, this can be seen in the quote below:

(Early Learning Activities)

Teacher : “Well, before starting the lesson we pray first, please the lead prepares his class” (Teacher Lectures (TL.4)

Student1 : Yes sir. Willing to greet the Teacher.” (Pupil Response (PR.8)

Students : “AssalamualaikumWarrohmatullahiWabarrokaturh.” (Unclassifiable (X.1)

Teacher : “WalaikumsalamWarrohmatullahiWabarrokaturh”. (Unclassifiable (X.2)

(Finally learning activity)

Teacher : “Alright, class leader please prepare (teacher Lectures (TL.4)

Student 1 : “Yes sir. Willing greet the teacher ”(Pupil Response (PR.9)

Students : “AssalamualaikumWarrohmatullahiWabarrokaturh” (Unclassifiable (X.3)

Teacher : “WalaikumsalamWarrohmatullahiWabarrokaturh” (Unclassifiable (X.4)

4.1.3 The Types Of Interaction Conducted In Speaking

In the type of Interaction, it was found the types of interaction used by the teacher and the students in SMP 2 South Bengkulu. There are three types of interaction used by the teacher and the students, they are: (1) Learner-content

interaction becomes the main interaction because the content or subject can be interactive or provide for one way communication both the teacher and the students, (2) Learner-instructor interaction becomes the main of interaction because the instructor can to be the motivating students to learn, maintaining, and enhancing their interest in subject matter, (3) Learner-learner interaction becomes the type of interaction used by the teacher and the students in the classroom. The students not only need the teacher, but also need the other students.

4) Learner-Content Interaction

For example:

Mr. Cas : *What are you watching there? (show the display text)*

Students : *There is a girl on the bed.*

Mr. Cas : *What did she get up?*

Bila : *Seven o'clock.*

5) Learner-Instructor Interaction

For example:

Mr. Cas : *Good Morning, students.*

Students : *Good Morning, Sir.*

Mr. Cas : *How are you today?*

Students : *I'm fine, and you?*

Mr. Cas : *Fine too. Thank you.*

6) Learner-Learner Interaction

For example:

Hendrika : Apaarti dari embarrassing, Putri? (What is the meaning of embarrassing, Putri?)

Putri : Embarrassing berartimemalukan.

Hendrika : What is the meaning of Tony fell the ground?

Putri : The meaning is Tony jatuhketanah.²⁹

4.2 The Tendency Students Of The Interaction In Speaking Class Using BIAS Strategy

Based on the results of research on interactions in English learning activities in class VII SMPN 2 South Bengkulu by using interaction analysis according to BROWN (BIAS = Brown Interaction Analysis System) which consists of seven categories, namely: (1) Lectures (Teacher Lectures (TL), (2)) teacher questions (Teacher Questions (TQ), (3) teacher responses (Teacher Response (TR), (4) student responses (Pupil Responses (PR), (5) volunteers (Pupil Volunteers (PV), (6) calm (Silence (S), (7) and not including the 6 categories above because it cannot be categorized (Unclassifiable (X).

In English learning classes VII B and VII C have a different tendency. At the second meeting and in class VII B the category that tends to emerge in English learning is student responses (Pupil Responses) (homework, this means often seen in

²⁹Wahyuningsih, Lina. *A Descriptive On Teacher Learner Interaction In Speaking Class At The First Year Of Smp 2 (BendosariSukoharjo In 2010/2011)*. (Surakarta: Muhammadiyah University Of Surakarta. 2011)

the beginning, core and end of learning activities. Interactions that occur in this category are two-way interactions. Two-way interaction is the interaction that occurs merely between teachers and students individually, and between students one with other students. The interaction of the perfect is the interaction that may involve teachers and students, and students with other students. This is in line with the opinion of Everett M. Rogers and Lawrence Kincaid explains communication is a process where two or more people form or exchange information between one another, which in turn deep mutual understanding,³⁰ but also involves dynamic interactions between students with other students English learning material in class VII B is introducing or greeting In this learning material students are asked to make an introduction at the class, during the learning process or core activities students are asked to make introductions in front of the class one by one.

Whereas in class VII C at the first and second meetings the categories that tend to emerge in English learning activities are the Teacher Questions (TQ) categories, this can be seen in the initial activities, core activities and final learning activities. TQ) interaction that occurs is a two-way interaction, two-way interaction is an interaction that has limitations in interacting only limited to the teacher and students individually and between students with one another is limited between the teacher and students individually, between students one with other students, so the class becomes more effective This is in line with Sardiman's opinion which explains

³⁰ Rogers. Everett M and D.LawrenceKincaid.1981.*Communication Network :Towards a New Paradigm for Research*.New York:Free press.

that communication as an interaction or two-way communication that is the teacher can act as a giver of action or recipient of the action, while for the category (Teacher Questions (TQ) included in the pattern of teacher and student interaction. As according to AbudinNatagu interaction patterns ru to students teaching includes giving instructors, asking students to memorize a lot, and making a lot of scientific work to increase knowledge. Based on Brown's seven categories the category that tends to appear in English learning in class VII C is the Teacher Questions (TQ) category, which is the teacher who is more dominant in asking questions to students, the interaction that occurs is a two-way interaction.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of research on interactions in English learning activities in class VII SMPN 2 South Bengkulu by using interaction analysis according to BROWN (BIAS = Brown Interaction Analysis System) which consists of seven categories, namely: (1) Lectures (Teacher Lectures (TL), (2) teacher questions (Teacher Questions (TQ), (3) teacher responses (Teacher Response (TR), (4) student responses (Pupil Responses (PR), (5) volunteers (Pupil Volunteers (PV), (6) calm (Silence (S), (7) and not including the 6 categories above because it cannot be categorized (Unclassifiable (X). Interactions that occur in the learning process in class VII B and VII C are both two-way, but the categories are appears in the learning activities between the two different classes. The data are obtained from the observation grid which is done twice in each class.

The interactions that occur during English learning between teachers and students in grades VII B and VII C of SMPN 2 South Bengkulu are two-way. This is based on the analysis that has been done in the interaction class using the strategy. BIAS (Brown Interaction Analysis System). In this category the interaction that tends to emerge in class VII B in learning English is Pupil Responses (PR), with this category students are more visible in spirit or ask the teacher, so the interaction is called two-way interaction. Regarding the four skills in English in the first and

second meetings in class VII B, more emphasis is on speaking skills as a basic competency in language skills and using the Pupil Response category in order to have interconnectedness. Whereas in learning English in class VII C the category that tends to emerge is the Teacher Questions (TQ) category, which is that teachers dominate speaking such as asking questions and the interactions that occur are also two-way. The material taught at the first and second meetings in class VII C regarding the introduction of days and months on the letter, so the more emphasized skill is writing skills.

Therefore, during learning activities two-way interactions dominate this more in accordance with the material and skills that must be achieved. Interactions that happen have a close relationship with the characteristics of the material and skills that must be achieved by students after learning is complete. The characteristics of the material taught in grades VII B and VII C are different, so are the skills that must be achieved but the interactions that dominate in both classes during the learning process.

5.2 Suggestion

Based on the results of research that has been done, for further research it is recommended: 1) Research on the analysis of teacher and student interactions in class VII SMPN 2 South Bengkulu is still very simple. Therefore, it is necessary to conduct research in order to obtain more maximum results and improve the quality of writing scientific papers for readers. 2) When collecting data, such as conversation between

teacher and students when interaction in learning process. it is important to pay attention to important things to follow up on the results of learning improvement.

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