INVESTIGATING ENGLISH TEACHER AND STUDENTS' CLASSROOM INTERACTION IN ONLINE LEARNING DURING PANDEMIC

(A Case Study Conducted at MAN 2 Kota Bengkulu of the Second Grade IPS 1 Students in the Academic Year 2020/2021)

THESIS

Submitted as a Partial Requirements For the Degree of *Sarjana Pendidikan* (S.Pd) in English Study Program Tarbiyah and Tadris Faculty

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Wassalamu'alaikum Wr. Wb

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MOTTOS

Indeed, with hardship [will be] ease.

QS. Al-Insyirah: 7

Knowledge is not what is memorized, but what is useful.

(Imam Shafi'i)

if you can't afford to praise, at least don't say bad words that can kill people's mentality.

(Dice Lestari)

DEDICATION

With gratitude and all of my love, this thesis is dedicated to :

- ❖ Both of the greatest gift that God sent to me, my beloved father (Mr. Yarmil) and my beloved mother (Mrs. Imiria Darti) thank you very much for all of things that you gave to me, your love, kindness, support that made me spirit and strong to make my dream come true. May Allah let me to make you happy.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled Investigating English Teacher and Students' Classroom Interaction In Online Learning During Pandemic (A Case Study Conducted at MAN 2 Kota Bengkulu of the Second Grade IPS 1 Students in the Academic Year 2020/2021) is my real masterpiece. the things out of my masterpiece in this thesis are signed by citation refered in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2021

State by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hope that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   2021
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ABSTRACT

Dice Lestari. 2021. Investigating English Teacher and Students' Classroom Interaction In Online Learning During Pandemic. (A Case Study Conducted at MAN 2 Kota Bengkulu of the Second Grade IPS 1 Students in the Academic Year 2020/2021). Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

Advisors: (I) Dr. H. Ali Akbarjono, M.Pd. (II) Feny Martina, M.Pd.

Keywords: Classroom Interaction, English Teacher and Students, Online Learning

The purpose of this study was to find out how the classroom interaction between English teacher and students, to know what kinds of classroom interaction that implemented in English class also to know what are the challanges and the resolutions in online learning during pandemic covid-19. This type of research is descriptive qualitative, so the researcher use observation, interview and documentation for collection the information and data. The English teacher and students of MAN 2 Kota Bengkulu at XI IPS 1 as the subject of this research. The result showed that the classroom interaction between English teacher and the students was good. The most frequently utterancess did by the teacher was ask question, give informatin and correct direction. Wheras, student response, specific and student response open-ended or student initiate mostly for the students talk categories.

ABSTRAK

Dice Lestari. 2021. Menyelidiki Interaksi Guru Bahasa Inggris dan Siswa di Kelas Dalam Pembelajaran Online Selama Pandemi. (Sebuah Studi Kasus Siswa Kelas Dua IPS 1 MAN 2 Kota Bengkulu Tahun Akademik 2020/2021). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing: (1) Dr. H. Ali Akbarjono, M.Pd. (2) Feny Martina, M.Pd.

Kata Kunci: Interaksi Kelas, Guru Bahasa Inggris dan Siswa, Pembelajaran Online

Penelitian ini bertujuan untuk mengetahui bagaimana interaksi kelas antara guru bahasa Inggris dan siswa, untuk mengetahui jenis-jenis interaksi kelas yang diterapkan di kelas bahasa Inggris serta untuk mengetahui apa saja tantangan dan solusi dalam pembelajaran online selama pandemi covid-19. Jenis penelitian ini adalah deskriptif kualitatif, sehingga peneliti menggunakan observasi, wawancara dan dokumentasi untuk mengumpulkan informasi dan data. Guru Bahasa Inggris dan siswa kelas XI IPS 1 MAN 2 Kota Bengkulu sebagai subjek penelitian ini. Hasil penelitian menunjukkan bahwa interaksi kelas antara guru bahasa Inggris dan siswa baik. Tuturan yang paling sering diungkapkan oleh guru yaitu bertanya, memberi informasi dan arahan yang benar. Sedangkan respon siswa, spesifik dan respon siswa terbuka atau siswa berinisiatif sebagian besar untuk kategori bicara siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In the world of education learning foreign language is very important. Education system in Indonesia put English subject as the one of graduation requirement for students at junior high school and senior high school level. It means students must pass an English examination. Besides that students learn another various culture in English lesson.

In the learning process, a teacher must be able to build good communication with students to achieve an effective learning. Communication in the classroom can be built through interaction. According to Brown (2000, 212) interaction is that the collaborative exchange of thoughts, feelings, or ideas between two or more people, leading to reciprocal effect on one another.

Classroom interaction is essential for the success of teaching and learning process. According to Anand (2011, 03) Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events. Poor interaction between teacher and students is a common failure in learning English. According to Soomoshi (2008, 11) an increase in the amount of classroom interaction will help (foreign) language student to learn the target language easily and quickly.

Since the end of 2019, the world was shocked by the detection of the coronavirus it is usually called by COVID-19. Starting from a report from China to the World Health Organization (WHO) there were 44 patients with severe pneumonia in an area, namely Wuhan City, Hubei Province, China. The initial suspicion was that this was related to a wet market selling fish, marine animals and various other animals. The WHO classified COVID-19 into suspect case, probable case and confirmed case.

Education in Indonesia feels the impact of coronavirus. Trough presidential decree number 7 year 2020 about the task force for acceleration of coagulation covid-19 and minister of empowerment of the state civil apparatus decree number 34 year 2020 which change to circulars the decree number 19 year 2020. This decree contains the instruction to work from home until April 21st, 2020. This condition forces educators to teach the students through online system.

As expressed by Indonesian ministry of Education Nadiem Makarim cited in *detiknews.com* through decree no 4 year 2020 which content about implementing education policies in the emergency phase of pandemic of coronavirus. The policies content four main points. Firstly, study at home trough online system or distance learning implement to provide learning experience without being burdened to complete the curriculum target for grade promotion or graduation. Secondly, distance learning can be focused on life skills education for example about covid-19. Thirdly, Students activities and task could be varied

among students in accordance with their interest and condition including learning gap and facilities at home. The last, proof or product activity should be given feedback which is qualitative and useful for the teachers without giving a score or quantitative grade.

This is a challenge for all of the teachers, to start apply distance learning. which allows the learning process to run smoothly using technology, eventhough there is a separate distance between teacher and students. As stated by Casarotti et al (2012, 25) the basic definition of distance learning considers that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources.

In Indonesia, Open University (*Universitas Terbuka*) is one of universities that have been implementing online learning system. Students of Open University are indeed widespread throughout Indonesia. Therefore, e-learning is a secure tool as well as an alternative method for distance learning. In order to make students easy in learning activities, Open University develops various kinds of learning media.

According to Belawati (2007, 103) the purpose of implementing *e-learning* is to improve student mastery of learning material, increase interaction between students and their lecturers (tutors), as well as interaction between students themselves. It means that, the information provided by the teacher can be downloaded by students and it can be used and understood continuously. Besides

that, communication between teacher and students still run well eventhough this is a distance learning.

After the researcher held pre-observation, which means that the researcher got preliminary data, it is from Sir Muamar Fajri, M.Pd (2020) as an English teacher at MAN 2 Kota Bengkulu. The data that researcher collected by sir Fajri, M.Pd shows that online learning using whatsapp group and google classroom. Classroom interaction in online learning not active than face-to-face class. Students were not excited in asking questions and giving opinions, they did not understand the material delivered by the English teacher. The teacher did not give praise and compliment when students can answer question. The teacher and students do not mastered in using technology as learning tool. From here students cannot develop their interactions in the classroom while online English learning.

Referring to the rationale above, the researcher conducted a study entitled "Investigating English Teacher and Students' Classroom Interaction In Online Learning During Pandemic *(A Case Study Conducted at MAN 2 Kota Bengkulu of the Second Grade IPS 1 Students in the Academic Year 2020/2021)"*.

B. Identification of the Problem

Based on the detailed explanation in the background above, the problems in classroom interaction in online learning as follows:

1. Students do not active in class while online learning.
2. Students do not asking questions.

3. The students do not confident to giving opinions.

4. The teacher do not gives compliment to the students.

5. The teacher and students do not mastered in using technology as learning tool.

C. Limitation of the Problem

This research focused only to investigating the English teacher and students' classroom interaction in online learning during pandemic at MAN 2 Kota Bengkulu of the second grade IPS 1 students in the academic year 2020/2021.

D. Research Questions

The research questions of the research are formulated in the following question:

1. How is the classroom interaction between teacher and students in onlline learning of English classsroom at second grade IPS 1 in MAN 2 Kota Bengkulu?

2. What kinds of classroom interaction that implemented in English class during online learning at second grade IPS 1 in MAN 2 Kota Bengkulu?

3. What are the challanges faced by the teacher and the students in online learning during pandemic?

4. What are the resolutions from the challanges faced by the teacher and the students in online learning during pandemic?

E. Research Objectives

1. To find out the classroom interaction between teacher and students in onlline learning of English classsroom at second grade IPS 1 in MAN 2 Kota Bengkulu.

2. To know what kinds of classroom interaction that implemented in English class during online learning at second grade IPS 1 in MAN 2 Kota Bengkulu.

3. To know what are the challanges faced by the teacher and the students in create classroom interaction in online learning during pandemic.

4. To know what are the resolutions from the challanges faced by the teacher and the students in online learning during pandemic.

F. Research Significance

1. For the teachers

   Outcome of this study may help the language teacher to understand the interaction in the virtual classroom and may help them to build the strategies to deal with the challenges in online learning environment.

2. Next researchers

   The writer hopes that the result of this research might become a reference for other researchers who want to conduct the further research on the similiar problem.

3. For the students

By the result of this thesis, the researcher hopes that students will get enjoyable in the online learning process.

G. Definition of Key Terms

1) Classrom interaction is communication between students and teachers, such as discussion, giving opinions, problem solving and others in the goal to create effective learning.

2) Online learning is a blended learning, which means a combined between electronic learning and web-based learning. Learning media used are like programs that can be accessed via internet.

CHAPTER II

LITERATURE REVIEW

D. **Classroom Interaction**

6. Definition of Classroom Interaction

Classroom interaction can be defined as a communication process that occurs in a classroom, between two or more people which causes reactions between one another. According to Dagarin (2005, 130) classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means in the classroom interaction must be contain both sides of teacher and students collectively.

In education, classroom interaction is very important as a strategy for enhance the learning. As stated by Rivers as cited in Septiyono (2020, 9) said that interaction is important because students can increase their language store as they listen to others including both the teacher talk and output of their fellow students in discussions or problem solving tasks through interaction, and they can use all they have learned in real-life exchanges where they express their views and use the language for communication. In this way students get the experience of using the language.

7. Types of Classroom Interaction

Classroom interaction will occur if teacher and students interact at each other. Interaction that occurs in the classroom will be described depending on the

dominant types of interaction. According to Abraca in Putri, there are three dominant types of classroom interaction including teacher-dominated, teacher centered. and students-centered. In teacher-dominated. the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate at the classroom interaction. Meanwhile, in students-centered, the teacher is as facilitator and the students are more active in the classroom interaction.

On the other hand, Dagarin as cited in Putri contends that there are five types of interaction that occur in the classroom, as the follows:

a) Teacher- whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. As cited in Putri contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students responds to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally. Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera as cited in Putri argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

b) Teacher -a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

c) Student- Student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera in Putri contends that most of interaction between studentstudent in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context. Besides that, the students who do not understand yet at the materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

d) Students-Students

This interaction will give advantage for the students since they will feel freedom to talk at each other. Ur as cited in Putri insists that there are many pattens of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open-ended teacher questioning.

e) Teacher- Students

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher. Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc (Putri, 2014, 10-13).

8. Teacher Talk and Student Talk in The Classroom Interaction

According to Allwright and Brown as cited in Martina (2018, 56) the category of 'teacher-student interaction' actually has to do with classrom climate. Particularly, it revolves around teacher and student behavior, which indicates classroom interaction, and is basically a part of the area of classroom management.

It means that, the teacher strategies in managing class such as ask questions, direct students to create small group activity, communicating with students and other. As stated by Danielson in Martina (2018, 56) said in his FFT framework has catagorized 'interaction' under the domain of classroom management, and some aspects like questioning techniques and communicating with students are categorized under the domain of instruction.

Based on the explanation above, the researcher concludes that the teacher roles in the classroom interaction should be maximally. The activities such as asking question is should get feedback. The teacher must gives information about material that students do not understand yet. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc (Putri, 2014, 10-13).

According to Alwright, Moskowitz in 1988 as cited in Martina ever employed the system as a tool for a systematic classroom observation for in-service training program (2018, 57). It called FLINT system for classroom observation (Foreign Language Interaction Analysis), has described classroom interaction (Martina, 2018, 57). It gives framework for classroom observation.

In line with that Richards state that, locates the area of tacher-student interaction into the area that measure the communication that may occur between teacher and students during a lesson, in which the aspect of teacher talks seems to be an important point (2018, 59). Fuethermore, Richard states categorizes the

students' engagement, turn-taking patterns and the ways the teacher maintains their attention and interest as the components of teacher-student interaction in the classroom (2018, 59).

The FLINT system contain two broad aspects that are teacher talk and student talk. That will be details in the following table.

Table 2.1 FLINT System

(Brown, 2000 as cited in Martina, 2018)

Teacher Talk			
No	Indirect Influence	No	Direct Influence
1	-**Deals with Feelings**: In a non-threatening way, accepting, discussing referring to, or communicating understanding of past, present, or future feeling of students.	5	a) **Gives information:** giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. a.1. **Corrects without rejection:** Telling students who have made a mistake the corect response without using words or intonations

			which communicate critism.
2	**a) Praises or encourages:** complimenting, telling students why what they have said or done is valued. Encouraging students to continue, tryinh to give them confidence, confirming that answers are correct. a.1. Jokes: Intentional joking, kidding, making puns, attemtping to be humorous, providing the joking is not always at anyone's expense. (Unintentionl humor is not include in	6	-**Corrects directions:** giving directions, requests**,** commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity.

	this category).		
3	**a) Uses ideas of student:** Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased bt the teacher but still be recognized as being student contributions.	7	**a) Criticizes student response:** Rejecting the behavior of students; trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, and dissatisfaction with what students are doing. **a.**1. **Critisizes student behavior:** Telling the student his or her response is not corect or acceptable and communicating critism, annoyance, rejection by words or intonation.
	a.1. **Repeats student response verbatim:** Repeating the exact words of students after they participate.		

4	**Asking questions:** asking a question to which the answer is anticipated. (Rhetorical questions are not included in this category).		

Table 2.2 FLINT System

(Adapted by Brown, 2000 as cited in Pratiwi)

NO	Student Talk
1	**Student response, specific:** Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills.
2	**Students response, open ended or student initiated:** Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible

	answers that have been previously practiced but from with students nust now make a selection, initating the participation.
3	**Silence:** Pauses interaction. Periods of quite during which there is non verbal interaction. 3a. **Silence-AV:** Silence in interaction during which a veee of audio visual aquipment e.g. a tape recorde, film strip projector, record player, etc. Is being used to communicate
4	**Confusion, work-oriented:** More than one person at a time talking, so the intraction cannot be recorded. Student calling out excitedly, eager to participator respond, concerned with the task at hand. 4a. **Confusion, not-work-oriented:** More than one person at the time talking to the intraction cannot be recorded.

From the theories above, the researcher conclude that, in FLINT system that focus on teacher and students talk. The categories of teacher talk included:

1) Indirect Influence

-Deals with feelings

-Praises or encourages

-Jokes

-Uses ideas of students

-Repeats student response verbatim

- Asks questions

    2) Direct Infuence

    -Gives information: giving information, facts, own opinion, or ideas

    -Corrects without rejection

    -Gives directions

    -Criticizes students response or behavior

The categories of student talk are mentioned below:

-Student response, specific

- Students response, open ended or student initiated

- Silence

- Confusion, work-oriented

9. Elements of Teaching Effectiveness

According to Inamullah (2005) from his result, he compiled an inventory of weighted factors selected from his overall list of elements that are very closely associated with teacher behaviour within the classroom. The selected elements consisted of academic learning time, use of positive reinforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning, and use of advance organizers.

a) Academic Learning Time

   According to Walberg as cited in Septiyono (2020), academic learning time in the classroom has emerged as an important variable; how eficiently lesson is planned and how long it takes to get started, how the teacher handles digressions, off-task behavior, and discipline, and the way the teacher handles transitions will have animpact on student learning. Each classroom has different rule of educational learning time, it depends on the govt or school's policy. Usually, in Indonesia, each meeting has 45 minutes length, and therefore the subject is typically taught in twice meeting (90 minutes).

b) Use of Positive Reinforcement

   B.F. Skinner developed the theory of reinforcement. According to Skinner as cited in Septiyono (2020, 14) reinforcement is the specialist term in operant conditioning for the 'stamping-in' of stimulus associations and response habits that follows the experience of reward. Skinners theory, also as other thought that using reinforces could increase the frequency of productive behaviors and reduce the frequency of disruptive behaviors.reinforcement techniques was later applied to classroom settings.

   There are two kinds of reinforcement; positive and negative reinforcement. Positive reinforcement is presenting a gift after a desired behavior, whereas negative reinforcement is removing a negative stimulus after a desired behavior. Basically, in classroom situation. positive

reinforcement is when teachers praise and reward students for proper behavior. Negative reinforecement is when punishment is including positive experiences for proper behavior. Studies have shown that specific praise is extremely effective, while general praise isn't. In other words, saying. "Johnny, excellent job adding those numbers," is far betterthan saying, "Great job, class"

c) Cues and Feedback

To some extent, the utilization of cues and feedback is said to the method of questioning. According to Harmer as cited in Septiyono (2020, 15) through cueing, the teacher provides some helps to students in answering questions. While the feedback encompasses not only correcting students, but also offering them an assessment of how well they need done. Moreover, Hattie and Timperley as cited in Septiyono stated that, feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (2020, 15).

d) Co-operative Learning Activities

The effectiveness of cooperative learning is a most interesting new finding. The main point here is that the importance within the classroom of employing small-group techniques with cooperative objectives. Such a procedure encourages student participation and also

leads to improved academic performance. The most direct thanks to create classroom interaction is to adopt the principles of collaborative learming.

According to Bishop as cited in Septiyono, in collaborative learning, the teacher designs a learning problem or task, and then assigns small groups of students to address the problem collaboratively (2020, 15). Students are typically instructed to reach a consensus on an issue, or to create a group product. The purpose of the collaborative learning is to reinforce learning and achievement by encouraging peer-to-peer interaction and cooperation.

e) Classroom Atmosphere

Main element of effective teaching is that the got to create a comparatively relaxed leaming environment within teaching-learning process. The arrangementof classroom setting is one anong the ways to make relaxing atmosphere Moreover, the classroom facilitation also gives an impact to the students' desire to review.

A positive atmosphere can make a classroom a more pleasant place to be and in tun, a simpler, motivating place to find out. It is simple to do, and it can have positive results on the achievement of students. Moreover, when teacher creates a positive classroom atmosphere, students learn better. Every student must feel safe and important in the class in order for

maximum learning to take place. How to create a positive atmosphere in the classroom can be seen below.

1) Create a Positive Physical and Emotional Atmosphere

Firstly, the teacher leads the students by example. Changes begin with the teacher's positive caring attitude and thoughtful construction of the physical environment. After that, begin each class greeting students with a smile and a personal welcome. Help each student feel important and set a positive tone to the class.

Then, organize the classroom neatly and methodically to control confusion and stress. The teacher and the students need to know where to find books and materials at all times. After that, plan lessons that allow students to actively participate in the learning process, and arrange the desks to meet the needs of the students and lessons.

Next, teach students to set measurable academic and behavior goals. Acknowledge the completion of the goals with stickers, treats, public announcements and certificates. Finally, Search for students' strengths and build on them. Put activities in teacher's lesson plans that allow every student to feel a measure of success.

2) Create a Positive Classroom Discipline System

Firstly, allow students to help set classroom rules to give them ownership in the discipline process. Post the rules and consequences in the room. Next, stick to the rules and fairly and consistently execute the consequences. After that, use negative consequences infrequently by reinforcing positive behaviors with a reward system.

f) High Order Questioning

A higher-order question is basically a query that requires the student to analyze and produce a reasoned response, not the teacher's words. In order words, there is not an already prescribed factual answer to the question.

g) Use of Advance Organizers

The final skill involves the use of the deductive approach. The student is told in advance what the main point or the main concepts to be covered will be. On the one hand, such advance organizers have been shown to help students focus attention on the key points. On the other hand, the effect is positive but not particularly strong, representing about a 25 percent improvement in the standard deviation. In all probability, then, an advance organizer is a good method to get a class glued in.

10. Factors of Learning Achievement

a) According to Syah as cited in Syarifudin, The factors that influence students' learning achievement can be distinguished into three types (Syarifudin, 2011, 12). That are:

b) Internal factors means that this factors from within the student, namely the physical and spiritual condition of the student".

c) External factors (factors from outside students), namely environmental conditions around students."

d) Approach to learning, which is the type of student learning effort which includes the strategies and methods students use to carry out learning activities and learning materials.

In line with that Purwanto in his book *Psikologi Pendidikan* stated that, factors that can affect learning achievement include:

a) The factors that exist in the organism itself or that we call it the individual factor. That includes a factor individuals, including factors of maturity / growth, intelligence, exercise, motivation and personal factors."

b) Factors that exist outside the individual or what we called social factors. Which includes social factors, among others: family (household) factors, teachers and their teaching methods, tools used in teaching and learning, the environment and opportunities available and social motivation".

Based on the theories above, the researcher can conclude that a classroom interaction is all communication between teacher and students that influence each other to achieve learning effectiveness. It means, the teacher plays an important role in controlling interactions in the classroom. The teacher does not only focus on the learning material presented, but invites students to actively participate in the learning process. Indicators of classroom interaction are:

1) asking question

2) giving opinion

3) complimenting

4) giving direction

E. **Online Learning in Pandemic**

1. Definition of Online Learning

According to Setiawan, Indonesia confirmed the first case of Covid-19 on March 2, 2020. (2020, 147). It means to prevent and break the chain of transmission of this virus, schools and universities in Indonesia must adapted to the policy issued by the government that is starting to applied learning at home. teachers are really required to use a learning management system (LMS) so that learning activities can still be carried out. As stated by Basilaia et al, Online learning in a pandemic is an alternative solution (Irfan, 2020, 148).

Online learning is a part of distance and electronic education that has long been applied in the world of education. As expressed by Bartley & Golek in Nguyen, Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Nguyen, 2015, 309). In online learning teacher and students using Internet to connect their learning process and use electronic tools or another media.

online learning is the most effective tool for distance learning process. The online learning model is built on several principles that serve to achieve the success of the teaching and learning process. According to (Rusman, 2011) at least there must be main principles in online learning-based learning, including: (1) Interaction: Interaction means communication capacity with other people who are interested in the same topic or using online-based learning. It means in online learning the students and teacher able to interact, because its different when the learners study by using computer and another media that have not able to communicate. (2) Usability: The usability referred to here is how online learning-based learning can be actualized. There are two important elements in the usability principle, namely consistency and simplicity. There are two important categories in the usability principle, namely consistency and simplicity. The point is how the development of online learning-based learning creates a consistent and simple learning environment, so that students do not experience difficulties both in the learning process and in navigating content (materials and other learning activities).

The main principles of implementing online learning are the interaction or communication between participants, as well as instructor in a learning environment that uses the same web-based learning. Then there must be usability, namely how the development of web-based learning creates a consistent and simple learning environment, so that students do not experience difficulties either in the learning process.

As stated by Bliuc, & Ellis in Nguyen (2015, 310) Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face classes, learning over the Internet, and learning supported by other technologies. Its mean in online learning can be fully online or blended with face-to-face interactions. these approaches will be dissused below:

a) Fully online learning

Picciano and Seaman as cited in Bakia, explained that fully online learning is a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery (Bakia, 2012, 2). In this case, the definition of online learning is intended if the teacher designs a lesson that includes an environment that is accessed exclusively via the Internet. Its mean that the teacher does not face to face with students.

b) Blended learning

According to Graham at al as cited in Bakia, Blended learning (also called hybrid learning) allows students to receive significant portions of instruction through both face-to-face and online means (Bakia, 2012, 2). This learning is carried out face-to-face but in an online context. Media are used such as applications that allow for video conferencing such as zoom.

2. The roles of student interactions in online learning

According to Gibson as cited in Isman et al, the use of interaction between and among learners, teachers, content promises to increase opportunities and experience of deep and meaningful learning (Isman, 2004, 8). This means that in distance education constructivist transactions are rarely very important applied in the student-teacher role in learning. As stated by Isman, he requires constructivist approach on learning for being interactive within teaching learning transaction. The constructivist approach is also related to student self-development in addition to teaching and learning activities.

The constructivist approach required roles of teacher and students that are represented these roles could be applied to the roles of the students and teachers interaction in distance education process. Teacher Role in Distance Education based on Constructivist Approach:

a. Teacher should be in consciousness of learner autonomy. As a teacher, students should prioritize learning such as material that is clear and easy to understand.

b. Teacher should use real and current information to transmit knowledge. The media used by the teacher must be quickly accessed by students.

c. Teachers should give the importance of thoughts of students. Student interest in learning depends on the teacher.

d. Teachers should be aware on the individual differences of the students and design course materials based on this consciousness. The teacher must adapt the learning material to the differences in students' thinking.

e. Teachers should know the students prerequisite skills on the content to build new knowledge construction. New content for new knowledge makes students more curious about learning.

f. Teachers are the main communicators to establish interaction between the teacher and students. To achieve good communication, teachers must be more active and open so that students are not afraid to express their opinions.

g. Teachers should implement the courses based on the student centred learning process. To train student activeness, guidance from the teacher is needed.

h. Teachers should help the self-development and responsibility of the students with their guidance. Online learning cannot be separated from teacher supervision for student self-development.

i. Teachers should provide the environment of collaborative learning, interactive discussion groups for the easy and permanent learning of students with related materials. In providing material, the teacher should apply collaborative learning as much as possible such as group assignments and discussions for students.

j. Teachers should give the proper feedback to the students and help them to interrelate the subjects. Learning material should relate to real life.

From the theories above, the researcher conclude online learning is learning process through web-based Learning media used to connect teacher and students do not in a physical classroom. The are two kind of online learning, first is fully online learning it is learning activities carried out fully online without face meet betwen teacher and students, such is the use of google classroom. Second is Blended learning, in this system teacher and students do learning process in applications or media that allows face-to-face, such as zoom and google meet.

Indicator of online learning are:

1) Independently

2) Technology mastered

3. The Challanges in Online Learning During Pandemic

According to (Zhong, 2020) cited in Yuzulia, some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the implementation of online learning. Virtual classes cannot be of interest to students who are kinesthetic learners. Another major missing in online learning is conventional classroom socialization. students only communicate with their friends digitally and cannot meet with their friends directly, and thus the realtime sharing of ideas, knowledge and information is partially missing from the digital learning world (Britt, 2006).

Then, not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. It is necessary to expand the internet network in areas where the network is not yet available, especially in rural areas by the internet provider or the government, and improve the quality of networks for existing networks. The study also reported that the students lost their motivation during the learning process. Apart from being limited internet access, the students also feel that conventional learning is easier than online learning. They consider the lessons given by

the teacher through online learning is less optimal. The teachers mostly send the materials without giving any further explanation which makes the students more anxious because they cannot understand the lesson fully.

Based on the explanation above the researcher conclude that the the challanges in online learning during pandemic as follows:

a. Lack of internet connection.

b. Technical problems such as the availability of learning facilities.

c. The students lost their motivation during the learning process.

d. The lessons given by the teacher through online learning is less optimal.

4. COVID-19

Coronavirus disease 2019 (COVID-19) is a type of virus (SARS-CoV2) that is known to originate from Wuhan, China, and was discovered at the end of December 2019. Until now it has been confirmed 65 countries have contracted with this virus. The World Health Organization names the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and names the disease as coronavirus disease 2019 (WHO, 2020). At first the 42 transmission of this virus could not be determined whether it could be through between humans. According to Relman in Utami, the number of cases continues to increase over time. Finally confirmed that the transmission of pneumonia can spread from human to human. Until now

this virus is quickly spreading still mysterious and research is still ongoing (Utami, 2020, 41).

COVID-19 infection can cause mild, moderate, or severe symptoms. The main clinical symptoms are there are fever (temperature>38 degrees Celcius), cough, and difficulty breathing. Moreover, it can be accompanied by weight tightness, fatigue, myalgia, gastrointestinal symptoms such as diarrhea, and other respiratory symptoms. Half of the patients develop shortness in one week. In severe cases worsening rapidly and progressive, such as ARDS, septic shock, metabolic acidosis that is difficult to correct and coagulation system bleeding or dysfunction within a few days. In some patients, symptoms appear mild, not even accompanied by fever. Most patients have a good prognosis, with a small percentage in critical condition even dying. The following clinical syndromes that can appear if infected (PDPI, 2020).

Quoted from CNBC Indonesia as cited in Utami, the government stated the total positive cases of coronavirus (COVID-19) in Indonesia until Tuesday (4/14/2020) as many as 4.839 people. The number increased by 282 positive casepatients compared to the previous day. Government spokesman for handling COVID-19, Achmad Yurianto In Utami, said the number of death cases had 43 also increased by 60 people bringing the total to 459 people. The number of patients recovering reached 426 people, an increase 0f 46 people compared to the previous day.

With this pandemic, the Minister of Education and Culture Nadiem Makarim issued a circular handling of the COVID-19 outbreak. The handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals through SE Number 3 of 2020 concerning prevention of COVID-19 on the education unit. In circulars listed 18 instructions that must be obeyed by the education unit (cited in CNN Indonesia, 2020).

F. **Previous Related Study**

Tabel 2.3 Related Previous Studies

NO	Title, Author and Years	Goals	Method	The Result
1	Investigating English Teacher and High Achiever Students' Classroom Interaction of the Second Grade at SMA	-To find out how the classroom interaction is between English teacher and high	Qualitative research (case study approach)	-The results of this research show that the teacher applied the collaborative learning method in the teaching learning process, in this method the teacher teaches the students by giving a topic to be

				discussed and the teacher facilitates the students by allowing the use of mobile phones to discuss the topic, it creates the good classroom atmosphere that makes all students looked motivated and confidence, however the high achiever students looked more active answering the questions and perform in front of the class.
	IT IQRA' Bengkulu (A Case study Conducted at SMA IT IQRA' Bengkulu of the Second Grade Students in the Academic Year 2019/2020) **RAHMAT AJI SEPTIYONO (2020)**	achiever students in speech competition		
2	The Analysis of Teacher and Student's Talkin the Classroom Interaction by	-To find out the percentage of talking time the	Descriptive qualitative research	-The results of this research are about the percentage of teacher talk, characteristic of teacher talk.

| | Using fiacs (A Descriptive Research at Tenth Grade of SMAN 02 Bengkulu Tengah in Academic Year 2019/2020) **SITI NUR PATIMAH SIREGAR (2020)** | teacher and students spent during the classroom interaction at SMAN 02 Bengkulu Tengah -To figure of characteristics of teacher talk in classroom interaction at SMAN 02 | | -Characteristic of the teacher talk are content cross, teacher control, and students participation. |

		Bengkulu Tengah -To investigate the types of teacher talks used in English classes at SMAN 02 Bengkulu Tengah		
3	The Analysis of Interaction Patterns Based on FIAC in English Classroom at MTs Harsalakum Bengkulu in	- To find out the teacher-students interaction patterns during classroom teaching	Descriptive qualitative research	In this research she was found that pattern interaction betwen the student and the teacher. It shows that students participated in the interaction process. Relevant good classrooom interaction,

	Academic Year 2019/2020 **OVI POPONELIYA (2020)**	nd learning process 2. To find out how many of the number frequence interaction pattern between teacher and students		that provides opportunities for students to share and expresst hemselves.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used qualitative method analysis and classified as a case study. According to Duff, The qualitative case study can be defined as an intensive, holistic descriptiion and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources. It means that case study as a research method that explore a certain case in detail and intensive which included into descriptive research (2008, 24). It means that, case study as a research method that explore a certain case in detail and intensive which included into descriptive research.

Then, Best and Khan explained that the data in a case study may be gathered by a wide variety of methods including observation by researcher, interviews with the subjects, relatives, friends, teachers, counselors, tests, inventories, questionnaires to his friends, relatives, recorded data from newspapers, or from schools (2013, 86). It means that the researcher who conducted case study should conduct should conduct deeply and intensively observation as well as phenomenon in the unit tha writer is analyzing.

From the definition above, this research is a case study because of its characteristics. This study attempts to explore certain information about a

phenomenon or case of the subject. In this research, the researcher focused on the English teacher and students' classroom interaction in online learning at MAN 2 kota Bengkulu in academic year 2020/2021.

B. Research Setting

The research take place in MAN 2 kota Bengkulu at second grade IPS 2. The reasons why the researcher chosen this school because of the existence of COVID-19, which requires learning activities to be online learning, and a school that is quite good at implementing electronic-based in learning. So the researcher conducted this research in terms of analysis English teacher and students' classroom interaction in online learning.

C. Subject of Research

The subject of this study were the students of second grade IPS 2. The research subjects are 34 students. There is a reason the researcher had chosen them, this class more active than another class also interested in English subject. So, the researcher wants to find out how is they and English teacher classroom interaction in online learning.

D. Technique of Data Collection and Research Instruments

In this research the data was collected by using observation, interview, and documentation. It is also as instruments used by the researcher in collecting the data.

1. Observation

According to Gor man and Clayton as cited in Utami, observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment (Utami, 2020, 48). So, observation is a method of grouping knowledge by researcher with the intention that somebody will feel then perceive the data of a phenomenon.

The researcher would observed the classroom interaction in online learning between English teacher and students to would find information need in this research. However, this observation is a non-participant observation which is the researcher only joined in the study group as observer and watch how is the teacher and students' interaction.

Enabled the researcher to gther data on the purposeful, systematic and selctive way to watch and listen carefully an interaction or phenomenon as it takes place (Kumar, 2007). Observation sheet used for collect the info regarding field reality regarding room interaction of the second grade IPS students' activities whereas Engish online room teaching and learning runs to answer the formulation of the matter conjointly the target of this analysis.

Tabel 3.1 Observation Guide For Teacher Talk

Based On FLINT System by Brown, 2000

NO	CATEGORIES OF TEACHER TALK	INDICATORS
1	Indirect influence	a) Deals with feelings In a non-threatening way, accepting,

		discussing referring to, or communicating understanding of past, present, or future feeling of students.
		b) Praises or encourages complimenting, telling students why what they have said or done is valued. Encouraging students to continue, tryinh to give them confidence, confirming that answers are correct. b.1) Jokes Intentional joking, kidding, making puns, attemtping to be humorous, providing the joking is not always at anyone's expense. (Unintentionl humor is not include in this category).
		c) Uses ideas of students Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased bt the teacher but still be recognized as being student contributions. c.1) Repeats student response verbatim Repeating the exact words of students after they participate.
		d) Asks questions asking a question to which the answer is anticipated. (Rhetorical questions are not included in this category).
2	Direct influence	e) Gives information giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. e.1) Corrects without rejection Telling students who have made a mistake the corect response without using words or intonations which communicate critism.

		f) Corrects directions giving directions, requests, commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity.
		g) Criticizes students response : Rejecting the behavior of students; trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, and dissatisfaction with what students are doing. g.1) Criticizes students behavior: Telling the student his or her response is not corect or acceptable and communicating critism, annoyance, rejection by words or intonation.

Tabel 3.2 Observation Guide For Student Talk

Based On FLINT System by Brown, 2000

NO	STUDENT TALK
1	a) Student response, specific: Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills.
2	b) Students response, open ended or student initiated: Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible answers that have been previously practiced but from with students nust now make a selection, initating the participation.
3	c) Silence: Pauses interaction. Periods of quite during which there is non verbal interaction. 1) Silence-AV: Silence in interaction during which a veee of audio visual aquipment e.g. a tape recorde, film strip projector, record player, etc. Is being used to communicate

4	d) Confusion, work-oriented: More than one person at a time talking, so the intraction cannot be recorded. Student calling out excitedly, eager to participator respond, concerned with the task at hand. 1) Confusion, not-work-oriented: More than one peson at the time talking to the intraction cannot be recorded.

2. Interview

It is known that inteview is a dialogue done by interviewr to get information from the interview to get the data related to the teacher and students behaviour while and after learning process. The process of interview use *Bahasa Indonesia* to avoid misunderstanding of the intention given and to make the situation more relax. The researcher recorded their answer.

This interview is an open-ended interview which is the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. In this interview the researcher asked ten questions to the sample or respondent related to the interaction between English teacher and students in the classroom.

In the interview, the researcher would use some tools that were usefull for enabling or running the interview process. The researcher would gave questions for English teacher and some students who would be sample. In the interview, English teacher and some students would gave answers to questions would given by the researcher based on their own opinions and experiences. When the interview process takes place, the researcher would record all the conversations when the interview was done use a recorder.

Tabel 3.3 Interview Guide For Teacher

NO	TOPIC	INDICATORS
1	Teacher's understanding about English classroom interaction	Teacher talks in the classrom: -Questioning -Responding
2	Teachers's experience in interaction with students in classroom	-Organizing/giving instruction -Evaluating/correcting
3	Teacher's role in classroom	

Tabel 3.4 Interview Guide For Students

NO	TOPIC	INDICATORS
1	Student's understanding about English classroom interaction	Students talk in the classroom: -Reponding -Questioning
2	Student's experience in interaction with teacher in classroom	
3	Studentr's role in classroom	

3. Documentation

Documentation was used to supporting document to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and visual materials. They can be in form of records, instructional materials and pictures. All the documents and photographs used to support the primary data from observation and interview.

E. **Data Analysis Technique**

The researcher need to get the qualitative description of types teacher and students' talk, the percentage of it will be calculated by using the following proposed by (Sudijono 2011) as cited in Hikmah (2019, 40).

$$P = \frac{F}{N} \times 100\%$$

Where:

P= Percentage of Item

F= Frequency of utterances for each category

N= Total Number Of utterances

Then, the researcher needs a systematic procedures in analyzing the data in order that the result can be organized systematically. For this research, those most appropriate procedures in analyzing data is interactive model by Miles and Hubemman (1994, 174). The procedures of data analysis in this method can be describd as the following figure:

Figure 1:

Components of Data Analysis: Interactive Model

Miles and Huberman
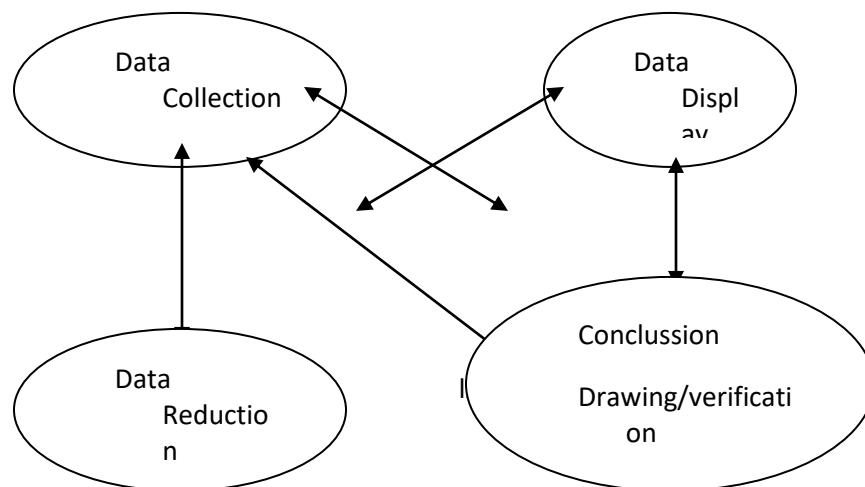
From the figure 1 above, the procedure can be describe as the following details:

1. Data reduction

    Data reduction occurs continually through out the analysis. In early stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoring, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.

2. Data Display

    Data display has functions to organize, compress and assemble information. The activities are in this stage are: making summary descriptively and sistematically in order to know about the central idea easily and interprete them critically. In other word, data display played important roles in this research.

3. Drawing and verifing conclusion

    reducing and displaying the data aim to help drawing conclusion While drawing conclusions logically follows reduction and display of data.

Then, possible conclusion can be noted and need to verify. Using rnultiple methods to "triangulate" (i.e., confirn and deepen understanding by using multiple sources all focusing on the same process/event) within the same case is described.

F. Trustworthiness

The validity of the result of the study is important in a research. In qualitatite research there are some techniques used by researcher to make the research data valid. Therefore, the researcher used triangulation to check the validity of the data.

Triangulation is a technique to check the trustworthiness of data. According to Sutopo in Kasiyan, he revealed four kinds of triangulation techniques, they are 1) Data triangulation, 2) Investigator triangulation, 3) Theoretical triangulation and 4) Methodology triangulation (2015, 5).

1. Data Triangulation

Data triangulation is the process to recheck and compare the information by researcher that gained from distinctive types of data in order to decrease bias in the result. For example, comparing the result of interview, questionnaire and the result of observation.

2. Investigator Triangulation

Investigator Triangulation is significantly enhanced by the ability to validate conclusions through investigators without prior discussion or consultation between them. It is particularly important in the collection, reporting, and analysis of data in order to decrease bias.

3. Theoretical Triangulation

Theoretical Triangulation is using some theory to check some situation or phenomenon. The goal of it is to see the situation or phenomenon from different perspective. In fact, the more divergent they are, the more likely they are to identofy the different issues or concerns, the different theories do not have to be identical or compatible.

4. Methodological Triangulation

Methodological Triangulation is using some methods to conduct some situations or phenomenon. The aim of it is to decrease the bias and deficiencies. Methods triangulation's core strength is its ability to reveal significant. discrepancies or relevant details that could have stay undiscovered in the analysis using one method or data collection technique.

CHAPTER IV

FINDING AND DISCUSSION

This chapter shows the findings and discussion about the data investigate the classroom interaction in online learning at MAN 2 Kota Bengkulu in academic year 2020/2021. The data was gotten from the observation and interview. The first observation was gotton after held a classroom observation at XI IPS 2 classroom made on february 22th, 2021. The second observation was made on march 1th, 2021 and the third observation was made on march 8th, 2021. The interview data was gotten after held four times interview to four subjects to validate the data, as its research used data triangulation, as the subjects they were the most three active students and an English teacher.

C. FINDING

This chapter shows the findings and discussion about the data investigate the classroom interaction in online learning at MAN 2 Kota Bengkulu in academic year 2020/2021. The data was gotten from the observation and interview. This research recorded three meeting of classroom interaction conducting Foreign Language Interaction. The instrument for observations were guided using the framework from Foreign Language Interaction (FLINT) System.

1. **The classroom interaction between the English tacher and the students**

In doing observation, the writer followed the online class because of the covid-19 pandemic. The teacher and students use whats-app as the learning media in online learning. It made the learning activities carried out online directly. The researcher joined in those whatsapp group. As a non-participant observer, the researcher observed from the beginning of the lesson until the end in the real time. The teacher and students used voice note and written messages to build the classroom interaction.

While the learning process, the researcher analyzed how the teacher and students create the classroom interaction. In the beginning of class, the teacher greeted the students and asked their feelings. The teacher checked their attendence. Also, before the teacher explained the topic of discussion, the teacher asked them about their assignments, tested students' memorize about the last material and other.

From the finding that the researcher observerd and analyzed, the researcher found the highly utterance by the teacher is asking question. The teacher goal in asked the students question are to build the interaction, to attract their understanding and other. Whereas, the higher utterance by the students is students response specific to the teacher. It can be seen on the finding of data from observation as followed:

a. **Data from observation checklist**

While observation was arranged to obtain the data in order to match the objective of the research. According to FLINT that created by Brown, there are several categories of classrom interaction in foreign language class. These include on teacher talks are: (1) deals with feelings, (2) praise or encourages, (3) uses ideas of students, (4) asking questions, (5) gives information, (6) corrects directions, (7) criticizes student response. Students talk include (8)student response, specific, (9) student response, open ended or student initiated, (10) silence, (11) silence-AV (12) confusion, work-oriented. The researcher will explain each other of types teacher and students' talks. The data collected displayed as bellow:

1. **Asking questions**

   Asking question is the fourth category in the FLINT System, but in the three time observations this point got the higher score that is 22,37%. It means asking question is the most frequent utterance in the classroom interaction. The purpose of teacher questioning in this meeting, to stimulate the students talk, to know how students excited and comprehension about the lesson. Even though to get information and opinion from the students.

   Extract 1

   T: Tadi udah ada yang nyanyiin sedikit lagu before you go. Ada yang tau nggak artinya apa?

S: Sebelum kamu pergi sir.

T: Ada yang ingat, verb 2 nya Go itu apa?

S: Went sir

In this extract teacher asked students about the meaning of song that choosen by them. Also, teacher asked students about verb 2 in the word go to know the students understanding about verb. The student answered correctly.

2. **Student response, specific**

Student response, specific is the eight category of FLINT System this revealed with 15,98%. This category can be conclude Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills.

Extract 9

T: nanti bakalan sir ambil nilai praktek untuk song, jadi persiapkan dengan baik yaa!

S: Baik sir

In this extract student only responds 'baik sir' is mean specific answer and limited response.

3. **Gives information**

The fifth category is giving information by the teacher talk get 14,15%. The teacher gives fact, own opinion or ideas, lecturing or asking

rhetorical question. The teacher's utterance of giving information shows in the extract below.

Extract 6

T: Okay, jadi bapak bebaskan kalian mau pilih lagu apa untuk direkam, asalkan maknanya bagus dan harus lagu bahasa Inggris ya!

S: Baik sir

T: Pronunciation-nya harus bagus yaa supaya dapat nilai tambahan.

In extract 6, it can see thae utterance that has done by the teacher is very meaningful. The teacher stimulute students to get plus score if they choose good song also sing in good pronunciation.

4. Corrects directions

This category is very clear that performed by the teacher to make students activity in the classrom. It can conclude giving directions or requests, commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity. This category get 12,31% in the three times observation.

Extract 5

T: Jadi tadikan udah sir suruh untuk pilih lagu, sekarang Retty silahkan nyanyi dan direkam.

S: Retty nggak bisa nyanyi sir. Geon suaranya bagus

T: Nanti semuanya dapat giliran.

S: Baik sir

In extract 5, it can shows that the teacher gave direction to the student. The student had to do the excercise was given by the teacher. Also, the teacher gave direction to recorded the voice of student.

5. Students response, open ended or student initiated

Students response, open ended or student initiated is the one of students talk categories and got 11,87%. In this category students Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible answers that have been previously practiced but from with students nust now make a selection, initating the participation.

Extract 10

T: See you next week yaa. (mengirim link absen) jangan lupa absen untuk hari ini.

S: See you sir

Ss: Thank you sir

According to this extract we can see that, students response was not predictable. They answer based on their own opinions or ideas.

6. Praise or encourages

The teacher talk praise and encouragement get 7,76%. This category include the teacher gives complimenting, praising and encouraging to the students. The teacher as possible makes students feel more confidence to continue or confirming that the answer were correct. This category has sub-categories that was done by the teacher which are jokes, kidding, making puns, attempting to be humorous.

Here shows some praises and encouragement done by the teacher to the students. Praises and encouragement is the second category in FLINT system.

Extract 2

T: Nah lagi nyuci ajo padek, apolagi kalo rekaman nian (nah lagi nyuci aja bagus banget apalagi rekaman benaran). Dea tadi mana?

S: Benar itu sir.

Its show that the teacher was trying to encourage the students also the teacher was confirming and complimenting that the student answer.

Extract 3

T: Come on Dea, sing it! sing it!. Dikit aja, jangan pelit-pelit

S: Iya sir, dikit aja.

Extract 3 shows that, the teacher was encouraging students done by joking and trying to make students continue the song.

7. Deals with feelings

Deals with feelings is the first category in FLINT system. However, this types is produced by teacher, usually at the beginning of learning. Its can be include acceptance, discussion, communicating to understand students feeling in the past, present and future time. This category get 5,94% in the observation done by the researcher.

Extract 4

T: Good morning class.

S: (Dea, Retty, Anisa, Iren, Aditya): Morning sir.

T: How are you today?

S: Great sir, and you?

We can see that the teacher asked students feeling. It was good enough and did not very general. The students looked excited in the begining of learning.

8. Uses ideas of students

The third category is uses ideas of students. Also, there are fourth sub-categories of using ideas of students, namely interpreting, clarifying, rephrasing and summarizing of what about the students talk.

This category get 4,10% in this research.

Extract 7

T: Sir nanya sedikit ya, lagu barat yang lagi hits sekarang apa?

S: Before you go sir.

S: Banyak sir di tiktok

T: jangan lagu tiktok laah, lagu tiktok banyak nggak jelas.

T: Before you go lagu siapa geon?

The conversation in extract 7 shows that teacher asked to the students and clarifying that it was correct.

9. Silence

Silent is Pauses interaction example when student not focus or not understand to the teacher talk. Periods of quite during which there is non verbal interaction. This category get 2,73% of the whole interaction. Here the extract of silent interaction in teaching activity.

Extract 11

T: Tugas kemarin-kemarin sudah dikerjakan semua?

S: (silent)

T: bagi yang belum melengkapi tugas-tugas yang sir suruh, masih sir tunngu yaa

S: Baik sir

In extract 11, students did not understand and did not give response to the teacher question because they did confused about it.

10. **Criticizes student response**.

The seventh category is criticizes studebt response, it was got 1,83%. Usually this category used to keep students' attention . Teacher criticizing the behavior of students to manage the classroom participants in order to focus about learning activity and so on. Here the example of criticizing students.

Extract 8

T: Ayo siapa yang mau duluan nyanyi.

S: (emoji tertawa)

T: Jangan ada yang gelak-gelak fokus. Altri mana nonton ngadu ayam? Ikuti pembelajaran dulu!

S: Silent

11. **Confusion**

Confusing category got the lower score it is only 0,91%. This category almost the same with silence.

Extract 12

T: Jadi coba kasih pola dari kalimat passive

S: Confusing

b. **Data from interview**

The interview to the students has conducted on 23nd February 2021 in the mosque MAN 2 Kota Bengkulu. However, the interview to the teacher has conducted on 4nd March 2021 in the library. The researcher

conducted an interview to support the data collection. Based on the research data that was finding by the researcher.

2. **The kinds of classroom interaction that implemented in the English class**

In this research, the reasearcher find 3 types of classroom interaction that occurred in this class during online process, they are as follows:

a. **Teacher speaking to the whole class**

This type of classroom interaction usually teacher implemented when the teacher asked students feeling at the beginning of class. The second, when the teacher gave students explanation and information about the topic of learning. Third, it was applied when the teacher gave task for all students. Then, when the teacher would to end the class, he gave some conclussion about the discussion and so on.

b. **Teacher speaking to an individual**

This interaction applied by the teacher when he checked students' attendence and because it is online learning the teacher often check students' participation. Another example, such as the teacher directed students to give opinion or idea, answer the question, did instruction to be an role such as when retty asked by the teacher to sang a song. The last, this applied when the teacher criticizes and praising or encouraging the students.

c. **Student speaking to teacher**

This interaction occurred when the students' response or interact to the teacher. The examples, such as ask question, ask about the task and

another communication that done by the students. Eventhough they make jokes to the teacher.

d. Student speaking to student

This interaction occurred when the students' response or interact to each other. The examples, such as ask question, ask about the task and another communication that done by the students. Eventhough they make jokes to each other.

3. The challanges faced by the teacher and the students in online learning.

R: while studying online, are there some challenges that you found? What are the challenges?

T: Yes, of course there are some challenges that I encounter when when studying online. Basically learning online uses the internet, while what we know that internet access in Indonesia is fairly weak, especially in the rural areas. Students often complain that when the power outagess, the internet network is also lost, so they pause in following the lesson. Besides that, the obstacles I faced, The low of students' seriousness and students' low motivation because of learning online I can not handle optimally.

R: What are the challenges or difficulties did you experience during online learning?

S1: I had difficulty understanding some of the material presented by the teacher, because most of the material was explained in text so it was difficult to understand on my own. The teacher also did not explain in detail.

S2: I find difficult to understand the material given by the teacher due to various factors such as weak internet, so I cannot download the material and other factors.

S3: The difficulty I experienced was that it was difficult for me to understand the material because I felt that the teacher did not prepare learning media that were easy to understand.

Based on the result of this research the writer conclude that the challenges that faced by the teacher and the students in creating classroom interaction. They are as follows:

a. The low of internet connection

Based on the result of the research one by Hendrastomo (2008) explain that, the availability of Internet access is vast E-learning is needed, for these learning characteristics always use and exploit the internet. It is clear that, when the internet network is weak, the application used will also take a long time to load, such as sending messages, photos, videos, documents and others will be delayed. Finally, the interaction between the teacher and students is paused.

b. The low of students' seriousness

According to Oknisih and Suyoto (2021:64) online learning with using online applications are able to increace learning self-reliance, and its will grow the learners' responsibilities and interest. However, the fact in the

observation showed that quite a few students not be participants during the online learning. They only like a spectator, not follow the interaction. They even late collected the assignments.

c. Students' low motivation

According to Rusman (2021: 65) state that the learning media can excite and motivate learners. In fact, the students looked that they not too excited to be active during the learning activities. Example, when the observation, before the teacher close the class, he asked "apakah ada yang ingin ditanyakan?". The students fastly respon "no sir". Its showed that they have low motivation to interact, eventhough the teacher always tried to attract their spirit in studying.

Shows the validation of the data, the researcher used a data triangulation in which the researcher checked the data from observation, interview and documentation. After the writer conducted observation for about three time follow the online class on whatsapp group, the researcher found the data classroom interaction between Englis teacher and students at the second grade of IPS 1 MAN 2 kota Bengkulu was good. All categories of FLINT System that the researcher used as the instrument in observation checklist were filled. To explore the the results of the observation, the researcher then requested an interview with the teacher and the students as the object of the research to get more information. In doing the learning

process, teacher use several utterances to create the classroom interaction it could be both of direct and indirect influence. Asking question, give information, correct direction, praising and others. Although during the teaching and learning process the teacher and the students can improve their comprehension and develop their classroom interaction.

4. The resolutions from the challanges faced by the teacher and the students in online learning during pandemic.

R: Based on the challenges that you have mentioned, in your opinion, what are the solutions that can be done in building good classroom interactions when learning online

T: In my opinion, things that can be done are like parental approaches to children who are taking online learning. This is done so that children really participate without doing other activities. Because there are some children who just fill in the absences without actually following the lesson from beginning to end.

R: What is the solution that can be done to overcome classroom interaction problems when learning online

S1: In my opinion, interesting learning media can arouse students' enthusiasm to be active in the learning process. In addition, teacher learning methods must be varied so that they are not boring.

S2: The way the teacher delivers learning also affects how interested students are in interacting with other teacher or students. Teacher must also

establish closeness with students, because there could be other factors that prevent students from participating in online learning.

S3: In my opinion, even though learning online teachers still have to care about students, so that students feel that the teacher is sincere in educating students. Another way, teachers must be creative in uploading learning media, so that students can easily understand the learning material.

Based on the result of interview to the teacher and the students, the researcher conclude that the resolutions to create the good classroom interaction in online learning as follows:

a. Parental assistance when children online learning

When online learning is implemented, the school with parents cooperate for the effectiveness of learning activities. Schools call on parents to supervise their children during the learning. The teacher can ask parents to send documentation while students are taking part in learning.

b. Interesting learning media

Teachers should pay attention to things students like when learning. for example, the teacher can try varieties of learning media that are unique, interesting and not boring. Such as, material equipped with text, images, and sound. Also the explanation is straightforward so that it is easy to understand.

c. Interesting learning method

Teachers can carry out various learning methods. Such as discussion method, peer tutoring and others consecutively. It may help to improve students' interest and enthusiasm in learning.

d. Approach to the students

All the students in class, there must be some students who are still not enthusiastic about learning. This happens because of several factors that exist within themselves. It could be interinsic or exterinsic factors. Teachers can ask these things in personally such as video call or send text messages.

D. DISCUSSION

Based on the result of the data colection, the researcher presents the discussion in this section. It is purpose to describing the classroom interaction between the teacher and students in online learning at MAN 2 Kota Bengkulu. In analysis classroom interaction during pandemic, the researcher used two parts of FLINT System categories that are teacher talk and student talk.

Based on three times observation that has been conducted at MAN 2 Kota Bengkulu in whatsapp group and google classrom as a media of learning. Whatsapp group that used by the teacher and students to create learning process, while google classroom they used to uploading assignments. Therefore most of the classroom interactions are carried out in group discussion. The students asked to access the google form to class attendance that was made by the teacher.

The result showed that all the categories mentioned in FLINT System (Brown, 2000 as cited in Martina, 2018 and Adapted by Brown, 2000 as cited in Pratiwi) both in teacher talk and student talk had been applied by the subjects. Asks question was the most category used by the teacher. Next, student response, specific category was most dominant spoken by the students.

Acording to the result of classroom interaction in online learning also showed that the most part in class was taken by the teacher. The teacher did asks questions, gives directions and information, accept feelings, praise or encourages and so on. The teacher's questioning to the students, to initiate the interaction during the process of learning. The teacher used this strategy to appeal the students curiousity about the topic. According to David (2007) stated that questions wiil attract students' attention. Finally, the students think and express their idea. It is an important part to create the classroom interaction, because the question by the teacher have possitive impact to make students participate in learning process. Therefore the teacher must have asking question skill to create classroom interaction .

The opening of learning usually begins with the teacher accept students feeling. It is very important to start communicate to the students, so the students do not feel afraid to continue in learning. From the result of interview to one of the students, she said that in online learning this category must always applied by

the teacher, because the students feel that the teacher very pay attention to them, not only gives material from google and direct to do the task.

The teacher did gives direction to know the students comprehension about the material. As stated by Elismawati (2015), students need some direction and facilitation of information on how they should demosntarte the whole ideas they own systematically. This Giving direction can be in the form of ask students to doing various drills, direct to make small-group activity and so on. Apart from it, teacher also gives information to the students to improve their knowledge. Usually the teacher give facts, own opinion, or ideas that related to the topic during the learning activity.

During the learning process the teacher may uses idea of students to appreciate the students contribution. The way teacher to express this category can be included like clarifying, using, interpreting, and summarizing the ideas of students. The fact in the observation shows that the teacher only apply this category in criteria clrarifying and using. It is because the limitation of target language interaction.

Next point of the discussion in the classroom interaction is praises or encourages. It is the second point of FLINT Syestem categories that had done by the teacher. Talk about praises and encouraging that can be included such as praising, complimenting, encouraging students continue, trying to give them

confidence etc. In this research the writer found that the teacher gave praising more than encouraging. From the result of interview, the teacher said that to praising the contribution of students is not by giving present, but can be in the form of verbal communication such as 'good job, great, very good' and do not say that the student is very smart because it will make another students feel underestimate. However, this category has a element that is joke. From the result of interview, the teacher said that to apply kidding or make puns it is based on the material that discuss in learning process. He also said that, If the teacher make puns at serious moment it will make divert students' interest in learning. Then he said that, jokes is important but the teacher must be smart to condition the right time to do the kidding.

The last category of teacher talk in FLINT Sytem is criticizes student behaviour. According to Brown (2007, cited in Pratiwi p.91) sometimes in the classroom there are few students that are difficult to handle. The teacher will faced the students that make puberty and unstable emotion. That will make teacher trying to change the non-acceptable behaviour, communicating anger and other. However the cricizes of the teacher also bring positive impact to train mentally and bad habits of students are not repeated.

This research also discuss about the student talk during the classroom interaction. The researcher analysis teacher talk based on FLINT System as the authors have described in the results of observations. The first category is

'student response, specific' it is which the student responding to the teacher within a specific and limited range of available or previously practiced answer, such as reading aloud, dictation and drills. However, in this research the writer found that the students talk was not dominant, because the teacher create comfortable atmosphere in the learning process.

The second category is 'students response, open-ended or students initiated'. This category the students asked by the teacher to express their own ideas, opinions, reactions, feeling and other. The result from observations show that the student brave to gave their opinions, ideas, feeling and reactions because the teacher was very welcome during online learning activity.

According to Brown (2001, p.170) there are two of silence in the FLINT System. First is silence that means pause interaction. The quiet perid and there is no verbal interaction. Second, Silence-AV; silence in the interaction during which a piece of audiovisual equipment is being used to communicate, example, a tape recorder, filmstrip projector, record player. The writer only found first part of this category in this research. The students silence because they do not focus and pay attention to the teacher.

The last is confusion, there are two criteria of this point, first is confusion work-oriented which is more than one person at the time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher

wishes, concerned with the task at hand. Second, confusion non-work-oriented which more than one person at the time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

There are eleventh categories of teacher talk and students' talk in the FLINT Sytem according to Brown theory. There are, Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion.

1. **The classroom interaction between the English tacher and the students**

The result analysis showed that the classroom interaction between the English teacher and the students in online learning during pandemic at the second grade of IPS 1 MAN 2 kota Bengkulu was good. The teacher and students' utterances were Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion. However, based on the finding above, the teacher talk mostly ask question, Gives information, correct direction and praises or encourages. Wheraes, for the students' talk the most utterances are Student response-specific and student response-open ended or student initiated.

2. The kinds of classroom interaction that implemented in the English class

There are four types of classroom interaction that implemented in this class. First is the teacher talk to the whole class, it was the teacher implemented when the beginning at class, give information and corrects direction to the students. The second is the teacher talk to individual, this interaction the teacher did when checking student participant, instruct student to give opinion and others. Next interaction is student talk to the teacher, it was happen whe the student respon to the teacher, ask teacher about the material and so on. The last is student talk to the student, it was implemented when the student interact to each other.

3. The challanges faced by the teacher and the students in online learning during pandemic.

The challanges faced by the teacher and the students in online learning during pandemic are the low of internet acces, firstly the students are live in rural areas. The teacher and the students are try to keep create classroom interaction even this condition. The teacher recheck their participants.

Next problem is the low of students' seriousness in participating online class. As we know online learning is learning that carried out with a separate distance between the teacher and students. Which is the use of internet-based media as a tool to keep the teaching and learning process carried out. This is what makes it difficult for teachers to know the seriousness of children in participating in learning. Because students can do other activities on their

cellphones while they are learning online, such as watching YouTube, sending messages with friends or others.

The last is Students' low motivation, There are some reasons that make the students not active during the online learning. Like, the material provided is only in the form of the text, the teacher only lecturing and the students not asked to discuss of group or pair work.

4. **The resolutions from the challanges faced by the teacher and the students in online learning during pandemic.**

Based on the challenges about and also from the result of interview of this research, the researcher conclude that the solutions to handle the challanges faced by the teacher and the students in online learning during pandemic are parental assistance when the students follow online learning, provide the interesting learning media and various learning method by the teacher.

In conclussion, in the learning process the teacher plays an important role in achieving the effectivenes of learning. The teacher required to have pedagogy, strategy, and method competence for a learning process to be delivered more effectively, the teacher need the strategy to support the learning process, such as create the good classroom interaction to the students to make the learning process more active and the students interested in learning.

In the MAN 2 kota Bengkulu at the second grade IPS 1, the teacher create communication to the students to create the classroom interaction. Based on the finding of the observation and interview use FLINT system that are eleventh categories of the teacher and students' talk, they are: Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion. However the finding showed that the teacher talk more frequently are ask question, Gives information, correct direction and praises or encourages. Wheraes, for the students' talk the most utterances are Student response-specific and student response-open ended or student initiated. It is done by the teacher to build the interaction and attract the students to active during the teaching and learning activities. Also this finding showed that there are three types of classroom interaction that implemented in this class that are teacher talk to the whole class, the teacher talk to individual and the student talk to the teacher.

Then the teacher and the students find some challanges during the classroom interation in online learning that are the low of internet acces, the low of students' seriousness in participating online class and the students' low motivation. Based on the explanation the researcher concludes some resolutions to resolve this challenges there are parental assistance when children online learning, provide the interesting learning media and Various leaning method to

make the students actively in learning and able to create the good classroom interaction.

CHAPTER IV

FINDING AND DISCUSSION

This chapter shows the findings and discussion about the data investigate the classroom interaction in online learning at MAN 2 Kota Bengkulu in academic year 2020/2021. The data was gotten from the observation and interview. The first observation was gotton after held a classroom observation at XI IPS 2 classroom made on february 22th, 2021. The second observation was made on march 1th, 2021 and the third observation was made on march 8th, 2021. The interview data was gotten after held four times interview to four subjects to validate the data, as its research used data triangulation, as the subjects they were the most three active students and an English teacher.

E. FINDING

This chapter shows the findings and discussion about the data investigate the classroom interaction in online learning at MAN 2 Kota Bengkulu in academic year 2020/2021. The data was gotten from the observation and interview. This research recorded three meeting of classroom interaction conducting Foreign Language Interaction. The instrument for observations were guided using the framework from Foreign Language Interaction (FLINT) System.

5. The classroom interaction between the English tacher and the students

In doing observation, the writer followed the online class because of the covid-19 pandemic. The teacher and students use whats-app as the learning media in online learning. It made the learning activities carried out online directly. The researcher joined in those whatsapp group. As a non-participant observer, the researcher observed from the beginning of the lesson until the end in the real time. The teacher and students used voice note and written messages to build the classroom interaction.

While the learning process, the researcher analyzed how the teacher and students create the classroom interaction. In the beginning of class, the teacher greeted the students and asked their feelings. The teacher checked their attendence. Also, before the teacher explained the topic of discussion, the teacher asked them about their assignments, tested students' memorize about the last material and other.

From the finding that the researcher observerd and analyzed, the researcher found the highly utterance by the teacher is asking question. The teacher goal in asked the students question are to build the interaction, to attract their understanding and other. Whereas, the higher utterance by the students is students response specific to the teacher. It can be seen on the finding of data from observation as followed:

c. Data from observation checklist

While observation was arranged to obtain the data in order to match the objective of the research. According to FLINT that created by Brown, there are several categories of classrom interaction in foreign language class. These include on teacher talks are: (1) deals with feelings, (2) praise or encourages, (3) uses ideas of students, (4) asking questions, (5) gives information, (6) corrects directions, (7) criticizes student response. Students talk include (8)student response, specific, (9) student response, open ended or student initiated, (10) silence, (11) silence-AV (12) confusion, work-oriented. The researcher will explain each other of types teacher and students' talks. The data collected displayed as bellow:

12. Asking questions

Asking question is the fourth category in the FLINT System, but in the three time observations this point got the higher score that is 22,37%. It means asking question is the most frequent utterance in the classroom interaction. The purpose of teacher questioning in this meeting, to stimulate the students talk, to know how students excited and comprehension about the lesson. Even though to get information and opinion from the students.

Extract 1

T: Tadi udah ada yang nyanyiin sedikit lagu before you go. Ada yang tau nggak artinya apa?

S: Sebelum kamu pergi sir.

T: Ada yang ingat, verb 2 nya Go itu apa?

S: Went sir

In this extract teacher asked students about the meaning of song that choosen by them. Also, teacher asked students about verb 2 in the word go to know the students understanding about verb. The student answered correctly.

13. Student response, specific

Student response, specific is the eight category of FLINT System this revealed with 15,98%. This category can be conclude Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills.

Extract 9

T: nanti bakalan sir ambil nilai praktek untuk song, jadi persiapkan dengan baik yaa!

S: Baik sir

In this extract student only responds 'baik sir' is mean specific answer and limited response.

14.   Gives information

The fifth category is giving information by the teacher talk get 14,15%. The teacher gives fact, own opinion or ideas, lecturing or asking

rhetorical question. The teacher's utterance of giving information shows in the extract below.

Extract 6

T: Okay, jadi bapak bebaskan kalian mau pilih lagu apa untuk direkam, asalkan maknanya bagus dan harus lagu bahasa Inggris ya!

S: Baik sir

T: Pronunciation-nya harus bagus yaa supaya dapat nilai tambahan.

In extract 6, it can see thae utterance that has done by the teacher is very meaningful. The teacher stimulute students to get plus score if they choose good song also sing in good pronunciation.

15.   Corrects directions

This category is very clear that performed by the teacher to make students activity in the classrom. It can conclude giving directions or requests, commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity. This category get 12,31% in the three times observation.

Extract 5

T: Jadi tadikan udah sir suruh untuk pilih lagu, sekarang Retty silahkan nyanyi dan direkam.

S: Retty nggak bisa nyanyi sir. Geon suaranya bagus

T: Nanti semuanya dapat giliran.

S: Baik sir

In extract 5, it can shows that the teacher gave direction to the student. The student had to do the excercise was given by the teacher. Also, the teacher gave direction to recorded the voice of student.

16. Students response, open ended or student initiated

Students response, open ended or student initiated is the one of students talk categories and got 11,87%. In this category students Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible answers that have been previously practiced but from with students nust now make a selection, initating the participation.

Extract 10

T: See you next week yaa. (mengirim link absen) jangan lupa absen untuk hari ini.

S: See you sir

Ss: Thank you sir

According to this extract we can see that, students response was not predictable. They answer based on their own opinions or ideas.

17. Praise or encourages

The teacher talk praise and encouragement get 7,76%. This category include the teacher gives complimenting, praising and encouraging to the students. The teacher as possible makes students feel more confidence to continue or confirming that the answer were correct. This category has sub-categories that was done by the teacher which are jokes, kidding, making puns, attempting to be humorous.

Here shows some praises and encouragement done by the teacher to the students. Praises and encouragement is the second category in FLINT system.

Extract 2

T: Nah lagi nyuci ajo padek, apolagi kalo rekaman nian (nah lagi nyuci aja bagus banget apalagi rekaman benaran). Dea tadi mana?

S: Benar itu sir.

Its show that the teacher was trying to encourage the students also the teacher was confirming and complimenting that the student answer.

Extract 3

T: Come on Dea, sing it! sing it!. Dikit aja, jangan pelit-pelit

S: Iya sir, dikit aja.

Extract 3 shows that, the teacher was encouraging students done by joking and trying to make students continue the song.

18. **Deals with feelings**

Deals with feelings is the first category in FLINT system. However, this types is produced by teacher, usually at the beginning of learning. Its can be include acceptance, discussion, communicating to understand students feeling in the past, present and future time. This category get 5,94% in the observation done by the researcher.

Extract 4

T: Good morning class.

S: (Dea, Retty, Anisa, Iren, Aditya): Morning sir.

T: How are you today?

S: Great sir, and you?

We can see that the teacher asked students feeling. It was good enough and did not very general. The students looked excited in the begining of learning.

19. **Uses ideas of students**

The third category is uses ideas of students. Also, there are fourth sub-categories of using ideas of students, namely interpreting, clarifying, rephrasing and summarizing of what about the students talk.

This category get 4,10% in this research.

Extract 7

T: Sir nanya sedikit ya, lagu barat yang lagi hits sekarang apa?

S: Before you go sir.

S: Banyak sir di tiktok

T: jangan lagu tiktok laah, lagu tiktok banyak nggak jelas.

T: Before you go lagu siapa geon?

The conversation in extract 7 shows that teacher asked to the students and clarifying that it was correct.

20.   Silence

Silent is Pauses interaction example when student not focus or not understand to the teacher talk. Periods of quite during which there is non verbal interaction. This category get 2,73% of the whole interaction. Here the extract of silent interaction in teaching activity.

Extract 11

T: Tugas kemarin-kemarin sudah dikerjakan semua?

S: (silent)

T: bagi yang belum melengkapi tugas-tugas yang sir suruh, masih sir tunngu yaa

S: Baik sir

In   extract 11, students did not understand and did not give response to the teacher question because they did confused about it.

21. **Criticizes student response**.

   The seventh category is criticizes studebt response, it was got 1,83%. Usually this category used to keep students' attention . Teacher criticizing the behavior of students to manage the classroom participants in order to focus about learning activity and so on. Here the example of criticizing students.

   Extract 8

   T: Ayo siapa yang mau duluan nyanyi.

   S: (emoji tertawa)

   T: Jangan ada yang gelak-gelak fokus. Altri mana nonton ngadu ayam? Ikuti pembelajaran dulu!

   S: Silent

22. **Confusion**

   Confusing category got the lower score it is only 0,91%. This category almost the same with silence.

Extract 12

   T: Jadi coba kasih pola dari kalimat passive

   S: Confusing

d. **Data from interview**

   The interview to the students has conducted on 23nd February 2021 in the mosque MAN 2 Kota Bengkulu. However, the interview to the teacher has conducted on 4nd March 2021 in the library. The researcher

conducted an interview to support the data collection. Based on the research data that was finding by the researcher.

6. **The kinds of classroom interaction that implemented in the English class**

In this research, the reasearcher find 3 types of classroom interaction that occurred in this class during online process, they are as follows:

e. **Teacher speaking to the whole class**

This type of classroom interaction usually teacher implemented when the teacher asked students feeling at the beginning of class. The second, when the teacher gave students explanation and information about the topic of learning. Third, it was applied when the teacher gave task for all students. Then, when the teacher would to end the class, he gave some conclussion about the discussion and so on.

f. **Teacher speaking to an individual**

This interaction applied by the teacher when he checked students' attendence and because it is online learning the teacher often check students' participation. Another example, such as the teacher directed students to give opinion or idea, answer the question, did instruction to be an role such as when retty asked by the teacher to sang a song. The last, this applied when the teacher criticizes and praising or encouraging the students.

g. **Student speaking to teacher**

This interaction occurred when the students' response or interact to the teacher. The examples, such as ask question, ask about the task and

another communication that done by the students. Eventhough they make jokes to the teacher.

h. Student speaking to student

This interaction occurred when the students' response or interact to each other. The examples, such as ask question, ask about the task and another communication that done by the students. Eventhough they make jokes to each other.

7. The challanges faced by the teacher and the students in online learning.

R: while studying online, are there some challenges that you found? What are the challenges?

T: Yes, of course there are some challenges that I encounter when when studying online. Basically learning online uses the internet, while what we know that internet access in Indonesia is fairly weak, especially in the rural areas. Students often complain that when the power outagess, the internet network is also lost, so they pause in following the lesson. Besides that, the obstacles I faced, The low of students' seriousness and students' low motivation because of learning online I can not handle optimally.

R: What are the challenges or difficulties did you experience during online learning?

S1: I had difficulty understanding some of the material presented by the teacher, because most of the material was explained in text so it was difficult to understand on my own. The teacher also did not explain in detail.

S2: I find difficult to understand the material given by the teacher due to various factors such as weak internet, so I cannot download the material and other factors.

S3: The difficulty I experienced was that it was difficult for me to understand the material because I felt that the teacher did not prepare learning media that were easy to understand.

Based on the result of this research the writer conclude that the challenges that faced by the teacher and the students in creating classroom interaction. They are as follows:

d. The low of internet connection

Based on the result of the research one by Hendrastomo (2008) explain that, the availability of Internet access is vast E-learning is needed, for these learning characteristics always use and exploit the internet. It is clear that, when the internet network is weak, the application used will also take a long time to load, such as sending messages, photos, videos, documents and others will be delayed. Finally, the interaction between the teacher and students is paused.

e. The low of students' seriousness

According to Oknisih and Suyoto (2021:64) online learning with using online applications are able to increace learning self-reliance, and its will grow the learners' responsibilities and interest. However, the fact in the

observation showed that quite a few students not be participants during the online learning. They only like a spectator, not follow the interaction. They even late collected the assignments.

f. Students' low motivation

According to Rusman (2021: 65) state that the learning media can excite and motivate learners. In fact, the students looked that they not too excited to be active during the learning activities. Example, when the observation, before the teacher close the class, he asked "apakah ada yang ingin ditanyakan?". The students fastly respon "no sir". Its showed that they have low motivation to interact, eventhough the teacher always tried to attract their spirit in studying.

Shows the validation of the data, the researcher used a data triangulation in which the researcher checked the data from observation, interview and documentation. After the writer conducted observation for about three time follow the online class on whatsapp group, the researcher found the data classroom interaction between Englis teacher and students at the second grade of IPS 1 MAN 2 kota Bengkulu was good. All categories of FLINT System that the researcher used as the instrument in observation checklist were filled. To explore the the results of the observation, the researcher then requested an interview with the teacher and the students as the object of the research to get more information. In doing the learning

process, teacher use several utterances to create the classroom interaction it could be both of direct and indirect influence. Asking question, give information, correct direction, praising and others. Although during the teaching and learning process the teacher and the students can improve their comprehension and develop their classroom interaction.

8. **The resolutions from the challanges faced by the teacher and the students in online learning during pandemic.**

R: Based on the challenges that you have mentioned, in your opinion, what are the solutions that can be done in building good classroom interactions when learning online

T: In my opinion, things that can be done are like parental approaches to children who are taking online learning. This is done so that children really participate without doing other activities. Because there are some children who just fill in the absences without actually following the lesson from beginning to end.

R: What is the solution that can be done to overcome classroom interaction problems when learning online

S1: In my opinion, interesting learning media can arouse students' enthusiasm to be active in the learning process. In addition, teacher learning methods must be varied so that they are not boring.

S2: The way the teacher delivers learning also affects how interested students are in interacting with other teacher or students. Teacher must also

establish closeness with students, because there could be other factors that prevent students from participating in online learning.

S3: In my opinion, even though learning online teachers still have to care about students, so that students feel that the teacher is sincere in educating students. Another way, teachers must be creative in uploading learning media, so that students can easily understand the learning material.

Based on the result of interview to the teacher and the students, the researcher conclude that the resolutions to create the good classroom interaction in online learning as follows:

e. Parental assistance when children online learning

When online learning is implemented, the school with parents cooperate for the effectiveness of learning activities. Schools call on parents to supervise their children during the learning. The teacher can ask parents to send documentation while students are taking part in learning.

f. Interesting learning media

Teachers should pay attention to things students like when learning. for example, the teacher can try varieties of learning media that are unique, interesting and not boring. Such as, material equipped with text, images, and sound. Also the explanation is straightforward so that it is easy to understand.

g. Interesting learning method

Teachers can carry out various learning methods. Such as discussion method, peer tutoring and others consecutively. It may help to improve students' interest and enthusiasm in learning.

h. Approach to the students

All the students in class, there must be some students who are still not enthusiastic about learning. This happens because of several factors that exist within themselves. It could be interinsic or exterinsic factors. Teachers can ask these things in personally such as video call or send text messages.

F. DISCUSSION

Based on the result of the data colection, the researcher presents the discussion in this section. It is purpose to describing the classroom interaction between the teacher and students in online learning at MAN 2 Kota Bengkulu. In analysis classroom interaction during pandemic, the researcher used two parts of FLINT System categories that are teacher talk and student talk.

Based on three times observation that has been conducted at MAN 2 Kota Bengkulu in whatsapp group and google classrom as a media of learning. Whatsapp group that used by the teacher and students to create learning process, while google classroom they used to uploading assignments. Therefore most of the classroom interactions are carried out in group discussion. The students asked to access the google form to class attendance that was made by the teacher.

The result showed that all the categories mentioned in FLINT System (Brown, 2000 as cited in Martina, 2018 and Adapted by Brown, 2000 as cited in Pratiwi) both in teacher talk and student talk had been applied by the subjects. Asks question was the most category used by the teacher. Next, student response, specific category was most dominant spoken by the students.

Acording to the result of classroom interaction in online learning also showed that the most part in class was taken by the teacher. The teacher did asks questions, gives directions and information, accept feelings, praise or encourages and so on. The teacher's questioning to the students, to initiate the interaction during the process of learning. The teacher used this strategy to appeal the students curiousity about the topic. According to David (2007) stated that questions wiil attract students' attention. Finally, the students think and express their idea. It is an important part to create the classroom interaction, because the question by the teacher have possitive impact to make students participate in learning process. Therefore the teacher must have asking question skill to create classroom interaction .

The opening of learning usually begins with the teacher accept students feeling. It is very important to start communicate to the students, so the students do not feel afraid to continue in learning. From the result of interview to one of the students, she said that in online learning this category must always applied by

the teacher, because the students feel that the teacher very pay attention to them, not only gives material from google and direct to do the task.

The teacher did gives direction to know the students comprehension about the material. As stated by Elismawati (2015), students need some direction and facilitation of information on how they should demosntarte the whole ideas they own systematically. This Giving direction can be in the form of ask students to doing various drills, direct to make small-group activity and so on. Apart from it, teacher also gives information to the students to improve their knowledge. Usually the teacher give facts, own opinion, or ideas that related to the topic during the learning activity.

During the learning process the teacher may uses idea of students to appreciate the students contribution. The way teacher to express this category can be included like clarifying, using, interpreting, and summarizing the ideas of students. The fact in the observation shows that the teacher only apply this category in criteria clrarifying and using. It is because the limitation of target language interaction.

Next point of the discussion in the classroom interaction is praises or encourages. It is the second point of FLINT Syestem categories that had done by the teacher. Talk about praises and encouraging that can be included such as praising, complimenting, encouraging students continue, trying to give them

confidence etc. In this research the writer found that the teacher gave praising more than encouraging. From the result of interview, the teacher said that to praising the contribution of students is not by giving present, but can be in the form of verbal communication such as 'good job, great, very good' and do not say that the student is very smart because it will make another students feel underestimate. However, this category has a element that is joke. From the result of interview, the teacher said that to apply kidding or make puns it is based on the material that discuss in learning process. He also said that, If the teacher make puns at serious moment it will make divert students' interest in learning. Then he said that, jokes is important but the teacher must be smart to condition the right time to do the kidding.

The last category of teacher talk in FLINT Sytem is criticizes student behaviour. According to Brown (2007, cited in Pratiwi p.91) sometimes in the classroom there are few students that are difficult to handle. The teacher will faced the students that make puberty and unstable emotion. That will make teacher trying to change the non-acceptable behaviour, communicating anger and other. However the cricizes of the teacher also bring positive impact to train mentally and bad habits of students are not repeated.

This research also discuss about the student talk during the classroom interaction. The researcher analysis teacher talk based on FLINT System as the authors have described in the results of observations. The first category is

'student response, specific' it is which the student responding to the teacher within a specific and limited range of available or previously practiced answer, such as reading aloud, dictation and drills. However, in this research the writer found that the students talk was not dominant, because the teacher create comfortable atmosphere in the learning process.

The second category is 'students response, open-ended or students initiated'. This category the students asked by the teacher to express their own ideas, opinions, reactions, feeling and other. The result from observations show that the student brave to gave their opinions, ideas, feeling and reactions because the teacher was very welcome during online learning activity.

According to Brown (2001, p.170) there are two of silence in the FLINT System. First is silence that means pause interaction. The quiet perid and there is no verbal interaction. Second, Silence-AV; silence in the interaction during which a piece of audiovisual equipment is being used to communicate, example, a tape recorder, filmstrip projector, record player. The writer only found first part of this category in this research. The students silence because they do not focus and pay attention to the teacher.

The last is confusion, there are two criteria of this point, first is confusion work-oriented which is more than one person at the time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher

wishes, concerned with the task at hand. Second, confusion non-work-oriented which more than one person at the time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

There are eleventh categories of teacher talk and students' talk in the FLINT Sytem according to Brown theory. There are, Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion.

5. **The classroom interaction between the English tacher and the students**

The result analysis showed that the classroom interaction between the English teacher and the students in online learning during pandemic at the second grade of IPS 1 MAN 2 kota Bengkulu was good. The teacher and students' utterances were Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion. However, based on the finding above, the teacher talk mostly ask question, Gives information, correct direction and praises or encourages. Wheraes, for the students' talk the most utterances are Student response-specific and student response-open ended or student initiated.

6. The kinds of classroom interaction that implemented in the English class

There are four types of classroom interaction that implemented in this class. First is the teacher talk to the whole class, it was the teacher implemented when the beginning at class, give information and corrects direction to the students. The second is the teacher talk to individual, this interaction the teacher did when checking student participant, instruct student to give opinion and others. Next interaction is student talk to the teacher, it was happen whe the student respon to the teacher, ask teacher about the material and so on. The last is student talk to the student, it was implemented when the student interact to each other.

7. The challanges faced by the teacher and the students in online learning during pandemic.

The challanges faced by the teacher and the students in online learning during pandemic are the low of internet acces, firstly the students are live in rural areas. The teacher and the students are try to keep create classroom interaction even this condition. The teacher recheck their participants.

Next problem is the low of students' seriousness in participating online class. As we know online learning is learning that carried out with a separate distance between the teacher and students. Which is the use of internet-based media as a tool to keep the teaching and learning process carried out. This is what makes it difficult for teachers to know the seriousness of children in participating in learning. Because students can do other activities on their

cellphones while they are learning online, such as watching YouTube, sending messages with friends or others.

The last is Students' low motivation, There are some reasons that make the students not active during the online learning. Like, the material provided is only in the form of the text, the teacher only lecturing and the students not asked to discuss of group or pair work.

8. **The resolutions from the challanges faced by the teacher and the students in online learning during pandemic.**

Based on the challenges about and also from the result of interview of this research, the researcher conclude that the solutions to handle the challanges faced by the teacher and the students in online learning during pandemic are parental assistance when the students follow online learning, provide the interesting learning media and various learning method by the teacher.

In conclussion, in the learning process the teacher plays an important role in achieving the effectivenes of learning. The teacher required to have pedagogy, strategy, and method competence for a learning process to be delivered more effectively, the teacher need the strategy to support the learning process, such as create the good classroom interaction to the students to make the learning process more active and the students interested in learning.

In the MAN 2 kota Bengkulu at the second grade IPS 1, the teacher

create communication to the students to create the classroom interaction. Based on the finding of the observation and interview use FLINT system that are eleventh categories of the teacher and students' talk, they are: Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion. However the finding showed that the teacher talk more frequently are ask question, Gives information, correct direction and praises or encourages. Wheraes, for the students' talk the most utterances are Student response-specific and student response-open ended or student initiated. It is done by the teacher to build the interaction and attract the students to active during the teaching and learning activities. Also this finding showed that there are three types of classroom interaction that implemented in this class that are teacher talk to the whole class, the teacher talk to individual and the student talk to the teacher.

Then the teacher and the students find some challanges during the classroom interation in online learning that are the low of internet acces, the low of students' seriousness in participating online class and the students' low motivation. Based on the explanation the researcher concludes some resolutions to resolve this challenges there are parental assistance when children online learning, provide the interesting learning media and Various leaning method to

make the students actively in learning and able to create the good classroom interaction.

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APPENDICES

Observation Checklist For Teacher Talk

Based On FLINT System by Brown, 2000

NO	CATEGORY OF TEACHER TALK	INDICATORS	YES	NO	NOTES
1	Indirect influence	a) Deals with feelings In a non-threatening way, accepting, discussing referring to, or communicating understanding of past, present, or future feeling of students			
		c) 1. Praises or encourages complimenting, telling students why what they have said or done is valued. Encouraging students to continue, tryinh to give them confidence, confirming that answers are correct. 2. Jokes Intentional joking, kidding, making puns, attemtping to be humorous, providing the joking is not always at anyone's expense. (Unintentionl humor is not include in this category).			
		d) 1. Uses ideas of students Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased bt the teacher but still be recognized as being student contributions 2. Repeats student response verbatim Repeating the exact words of students after they participate			
		e) Asks questions asking a question to which the			

		answer is anticipated. (Rhetorical questions are not included in this category).			
2	Direct influence	f) 1. Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. 2. Corrects without rejection Telling students who have made a mistake the corect response without using words or intonations which communicate critism			
		g) Gives directions giving directions, requests**,** commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity.			
		g) Criticizes students response or behavior -Rejecting the behavior of students; trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, and dissatisfaction with what students are doing. - Telling the student his or her response is not corect or acceptable and communicating critism, annoyance, rejection by words or intonation.			

Observation Checklist For Student Talk

Based On FLINT System by Brown, 2000

No	STUDENT TALK	YES	NO	NOTES
1	Students response, specific: Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills.			
2	Students response, open ended or student-initiated: Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible answers that have been previously practiced but from with students nust now make a selection, initating the participation.			
3	Silence: Pauses interaction. Periods of quite during which there is non verbal interaction.			
4	Confusion: More than one person at a time talking, so the intraction cannot be recorded. Student calling out excitedly, eager to participator respond, concerned with the task at hand.			

INTERVIEW GUIDE FOR TEACHER

No	Topic	Indicators	Code
1	Teacher's understanding about English classroom interaction	Teacher talks in the classrom: -Questioning	
2	Teachers's experience in interaction with students in classroom	-Responding -Organizing/giving instruction	
3	Teacher's role in classroom	- Evaluating/correcting	

INTERVIEW GUIDE FOR STUDENTS

No	Topic	Indicators	Code
1	Student's understanding about English classroom interaction	Students talk in the classroom: -Reponding	
2	Student's experience in interaction with teacher in classroom	-Questioning	
3	Studentr's role in classroom		

Appendix 1

Transcript Of Teacher Talk and Students Talk

Observation Day 1

Date   :monday, February 22, 2021

Time   : 07.30-09.00 WIB. (3X45 minutes)

Topic   : Song

Student attendance: 100% (33 out of 34 pupils)

Time Line:

(00.00.01-00.03.00)

T: Good morning class.

S: (Dea, Retty, Anisa, Iren, Aditya): Morning sir.

T: Morning Dea, Retty, Anisa, Iren, Aditya. Where is Delfia? Yang lain masih tidur yaa?

S: Kurang tau sir.

S: Beberes rumah sir

(00.03.00-00.05.00)

T: Tugas kemarin-kemarin sudah dikerjakan semua?

S: (silent)

S: Alhamdulillah sudah sir

T: bagi yang belum melengkapi tugas-tugas yang sir suruh, masih sir tunngu yaa

S: Baik sir

(00.05.00-00.10.00)

T: Sir nanya sedikit ya, lagu barat yang lagi hits sekarang apa?

S: Before you go sir.

S: Banyak sir

S: Banyak sir di tiktok

S: Tik-tok sir wkwkwk

T: jangan lagu tiktok laah, lagu tiktok banyak nggak jelas.

S: Cari di youtube sir

T: Before you go lagu siapa geon?

S: Lewis Capaldi sir

(00.10.00-00.20.00)

T: Jadi materi kita hari ini tentang song, materinya sudah sir upload di google classroom

S: Iya sir

T: Coba pilih lagu yang hits, dan maknanya bagus

S: Lagu before you go bagus sir

T:Yang lain sepakat?

S: Iya sir

T: Jadi tadikan udah sir suruh untuk pilih lagu, sekarang Retty silahkan nyanyi dan direkam.

S: Retty nggak bisa nyanyi sir. Geon suaranya bagus

T: Nanti semuanya dapat giliran. Coba nyanyiin chorusnya dikit

S: Buruk suara Retty sir

T: Biar tau lagunya gimana. Nggak papa buruk. Ayo siapa yang mau duluan nyanyi?.

S: DJ pale-pale sir wkwkwk

S: Susah lagu itu sir tau reffnya aja Retty. Gimana awalnya yon (bertanya pada siswa yang lain)

T: Iya reff nya aja, nggak apa

S: (mengirimkan link story wa 30 detik lagu Before You Go) Itu nah sir 30 detik reffnya

S: Nah iya sir, ini aja sir

T: Dak padek yang itu, kalau Retty yang nyanyi baru padek, atau Geon bantu

S: Ai nanti sir gelak masih pagi ini sir

T: (dengan pesan suara) no one is laughing.

S: nggak bisa nyanyi sir

(00.20.00-00.40.00)

T: Jangan ada yang gelak-gelak fokus, kalau ada yang gelak sir suruh nyanyi juga. Gimana yang lain setuju kan?

S: Cepatlah Ret padahal biduan kami nihhh

T: Yang tidak setuju nyanyi juga

S: Cari lirik dulu sir

S: Iya setuju sir

T: Nah sepakat, Retty nyanyi Geon pakursinya

S: Pakursi apa sir?

T: Itu yang bunyi-bunyi dari mulut

S: Janganlah sir, ada Altri artis kami

T: Altri msih tidur

S: (Mengirim sebuah foto) Ini Altri pak.

T: Dimana dia itu, nnton ngadu ayam yaa?

S: Bandara kami sir

S: (mengirim pesan suara nyanyi lagu before you go durasi 23 detik). Susah sir aku lagi nyuci.

T: Nah lagi nyuci aja padek, apalagi kalau rekaman. Dea tadi mana?

(00.40.00-00.80.00)

S: Lagu lain aja sir

T: Gantian Dea nyanyi juga, chorus nya aja

S: Nggak bisa nyanyi sir

T: Chorus = reff

S: Morning sir

T: Morning Yansen, morning Okta

S: Aduh sir (emoji sedih)

T: Come on Dea, sing it, sing it. Dikit aja jangan pelit-pelit

S: Susah lagu itu sir, keseleo lidah (emoji ketawa)

T: Yaaak susah nian berarti

S: Iyaa sir dikit aja

T: (emoji jempol tanda persetujuan)

S: Gaslah De

T: Iren, Anisa, Okta, Geon, Yansen siap-siap. Agung mana?

S: Suruh yang lain duluan sir

T: Dea dulu

S: Siap-siap apa sir?

T: Nyanyi

S: Belum buka HP kalu sir

T: Ayo Dea, nggak usah berdandan dulu

S: Nggak bisa nyanyi sir, nggak bisa nian.

T: Masa?

S: Lagu lain nggak apa sir? Lagu ini susah nian.

T: Nggak apa lagu lain yang penting bahasa Inggris.

S: Spirit

T: Tapi jangan lagu nggak jelas atau lagu anak-anak

S: Wiiih Geon nyanyi kau Yon request tadi

T: Ayoo nyanyi

S: Alhamdulillah masih nggak bisa sir

T: Yaaaaaak, nggak bisa apa nggak percaya diri? Confidence lah

S: Dua-duanya sir

(00.80.00-00.100.00)

S: Morning sir

T: Morning mel

S: Nah Melinda ni yang elok suaranya sir

T: Jadi, abis Dea, Melinda

S: Nggak sir, kenapa aku sir

T: Salahkan Iren

S: Astaghfirullah sir

T: Berdosa banget

S: Sir mulai aktif ya (emoji ketawa)

S: Nah sir Iren aja sir

T: Gabut-gabut, Dea mana? Geon nggak nyaut lagi, jangan pura-pura menghilang

S: Lagi rekaman sir

S: (pesan suara nyanyi before you go durasi 19 detik) nggak bisa nyanyi sir kayak baca teks (emoji nangis)

T: (Emoji tepuk tangan) next Melinda

S: Silent

T: Apa Yansen dulu, tadi katanya mau nyanyi spirit

S: Nggak sir cuman nanya aja

T: Okelaah pokoknya sekellas siapkan lagu Bahasa Inggris satu, cari lagu yang liriknya punya makna

S: 1 Lagu full sir?

T: Jangan lagu nggak jelas. Iya 1 lagu full

S: Iya sir

(00.100.00-00.135.00)

T: Tadi udah ada yang nyanyiin sedikit lagu before you go. Ada yang tau nggak artinya apa?

S: Sebelum kamu pergi sir.

T: Ada yang ingat, verb 2 nya Go itu apa?

S: Went sir.

T: Okay, minggu depan kita ambil nilai praktek ya

S: Baik sir

T: Pronunciation-nya harus bagus yaa supaya dapat nilai tambahan.

S: Yes sir

T: nanti bakalan sir ambil nilai praktek untuk song, jadi persiapkan dengan baik yaa!

S: Lagu boleh beda sir?

T: Boleh

S: Minggu depan udah masuk sir?

T: Insyaallah masuk, tapi setengah-setengah, bagi 2.

S: Jadi nyanyi dikelas sir?

T: Direkam aja boleh, dikelas lebih bagus lagi

S: Morning sir

T: Morning, Adel telat. Okelah, See you next week yaa. (mengirim link absen) jangan lupa absen untuk hari ini.

S: See you sir

S: Thank you sir

Transcript Of Teacher Talk and Students Talk

Observation Day 2

Date   :monday, March 1, 2021

Time   : 07.30-09.00 WIB. (3X45 minutes)

Topic   : Explanation text

Student attendance:

Time Line:

(00.00.01-00.05.00)

T: Good morning class

S: Morning sir

T: How are you today?

S: Baik sir

T: Kalian masih dirumah atau udah disekolah?

S: Udah sekolah sir

T: Gak kehujanan?

S: Hujan sir

T: Bily disekolah juga?

S: Iya sir

T: Yang disekolah mulai belajar jam 08: 20 kan:

S: Okay, thank you sir

(00.05.00-00.10.00)

T: Gimana tugas prakteknya XI IPS 1?

S: Sudah sir

T: Baru 10 orang yang sudah selesai

S: Alhamdulillah sudah sir

T: Yang sudah kumpul tugas: Annisa, Geon, Dea, Agung, Iren, Melinda, Lestari, Retty, Prengky, Andini. Faiza hari ini kayaknya.

S: Thanks sir

T: Yansen, Delvi, yang lain segera di kumpul ya.

S: Baik sir

(00.10.00-00.40.00)

T: kalian masih ingat teks procedure kah?

S: (silent)

T: ada yang ingat teks procedure?

S: morning sir

T: Morning dit

S: Morning sir

T: Pada lupa ni kayaknya, okelah, nanti jam bahasa Inggris kita lanjut lagi. Silahkan kalian ba materi yang sudah sir bagikan di classroom.

S: Baik sir

(00.40.00-00.70.00)

T: Hallo again class, sekarang kita lanjut lagi pelajaran bahasa Inggris ya.

S: Iya sir

T: Yang disekolah sir mohon maaf belum bisa datang karena disini masih hujan.

S: Iya sir nggak apa-apa

T: Tadi sir tanya ada yang masih ingat teks procedure? itu loh kalau nggak salah kalian belajar waktu SMP, biasanya tentang cara bikin makanan.

S: Iya sir ingat

T: Nah, materi yang sir share di google classroom tentang text explanation hampir mirip dengan procedure. Coba dibaca!

S: Iya sir

T: Bedanya kalau procedure itu how to make something, kalau explanation itu how something happen.

S: Oh iya sir

T: Maksudnya gini misalnya kalau procedure kita menjelaskan bagaimana membuat coklat, tapi kalau explanation kita menjelaskan bagaimana proses terjadinya coklat.

S: Baik sir

T: Nah teks explanation ini cenderung menjelaskan terjadinya sesuatu yang berkaitan dengan fenomenaalam atau sosial. Misalnya proses terjadinya hujan atau pelangi.

S: Iya sir

T: dalam penggunaan bahasanya ada sedikit perbedaan jelas antara procedure dengan explanation yaitu biasanya kalo teks procedure itu pakai kalimat perintah, misalnya "masukan air kedalam gelas", kalau explanation banyak menggunakan kalimat passive.

S: Baik sir.

(00.70.00-00.100.00)

T: Sekarang sir tanya dikit maksud kalimat passive ada yang tahu? Ayooo, passive itu apa?

S: Kalimat pasif digunakan untuk tindakan (kata kerja) dan objek kalimat daripada subjek.

T: Good point. Ada yang lain?

S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan.

T: Ok, dah bagus itu.

S: Thanks sir

T: Good point. Ada yang lain? Ada yang bisa jelasin lebih rinci?

S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan.

T: Ok, dah bagus itu.

T: Biar lebih gampang coba beri contoh 1. Bahasa Indonesia aja nggak apa.

S: Lalat dimakan oleh cicak.

T: Nah betuuuuul

S: iya sir

T: Kalimat aktif biasanya subjek didepan kalo pasif subjeknya dibelakang (ini gampangnya)

S: Baik sir

S: Thanks sir

T: Intinya ada awalan 'di' pada kata kerja

S: Iya sir

T: Nah jadi explanation itu biasanya banyak kalimat pasifnya dan perlu kalian ingat bahwa tidak semua proses itu bisa dibuat jadi tek explanation.

S: Baik sir

T: Nah jadi explanation itu biasanya banyak kalimat pasifnya, dan perlu kalian ingat bahwa tidak semua proses itu bisa dibuat jadi teks explanation.

S: Iya sir

T: Misal bagaimana proses jadian antara Dea dan pacarnya, itu nggak termasuk explanation ya

S: wkwkwk, iya sir

T: Walaupun ada prosesnya

S: Iya sir bukan fenomena ala (emoji nangis)

T: Fenomena sosial juga bisa dijelaskan sama teks explanation, misalnya bagaimana peledakan penduduk terjadi.

S: Iya sir

T: Yang jelas dia tidak menjelaskan tentang individu.

S: Baik sir

T: Intinya explanation itu pada kata "HOW" dan "PROCESS". Okeh, ada yang ingin ditanyakan ?

S: Tidak sir

T: Kalau ada yang kurang jelas, silahkan ditanyakan

S: Tidak ada sir, sudah jelas

T: Weehhh, pengen cepat selesai kayaknya nii?

S: Strukturnya sama kayak eksplanasi di Bahasa Indonesia sir?

T: Bisa jadi sih, sir belum lihat

(00.100.00-00.125.00)

T: Mana yang cowok niiih? Tidur semua kayaknya

S: (Silent)

T: Nggak ada yang tanya lagi?

S: Sir apa bedanya langkah-langkah sama prosesnya?

T: kalau langkah-langkah itu di teks procedure, kita menunjukan bagaimana cara membuat sesuatu dengan menggunakan kalimat perintah. kalau proses yang ada di explanation itu kita menjelaskan bagaimana sesuatu terjadi.

S: Jadi teks procedure itu hampir sama dengan teks explanation kan sir?

T: Emang agak mirip sihh, cuman kalo procedure itu biasanya menjelaskan tentang proses menyelesaikan sesuatu, kalau explanation itu tentang proses terjadinya.

T: Ada lagi yang ingin ditanyakan?

S: Silent

(00.125.00-00.135.00)

T: oh iya, absen jangan lupa ya (Mengirimkan link absen)

S: Baik sir

T: ok kita lanjut lagi minggu depan ya, kalau ada yg masih bingung chat aja. buat yg di skolah sekali lagi sir minta maaf belum bisa datang. jangan lupa di baca lagi materi yg ada di google classroom. see you again next week

S: Baik sir, see you neext week

<p align="center">**Transcript Of Teacher Talk and Students Talk**</p>

Observation Day 3

Date   :monday, March 8, 2021

Time   : 07.30-09.00 WIB. (3X45 minutes)

Topic   : Explanation Text

Student attendance:

Time Line:

(00.00.01-00.05.00)

T: Good morning class?

S: Morning sir

T: How are you today?

S: Great sir

T: Sudah siap untuk pembelajaran hari in?

S: Siap sir

T: Siapa yang belum mengumpulkan tugas tertulis dan praktek?

S: Saya sudah semua sir

T: Yang lainnya?

S: Saya belum yang tertulis sir

T: Kenapa, apa ada yang belum jelas? Kalau belum paham tanyakan aja yaa

S: Baik sir

T: Oke, ditunggu ya semua tugasnya.

S: Baik sir

(00.05.00-00.15.00)

T: Coba siapa yang masih ingat apa itu teks explanation yang kita bahas minggu belakang?

S: Teks explanation adalah suatu teks yang menjelaskan tentang suatu proses kejadian alam.

T: Bagus, sir pikir kalian udah lupa

S: Ingat dong sir

T: Another opinion?

S: Teks explanation merupakan teks yang menjelaskan proses fenomena alam atau sosial

T: Daily task untuk explanation text sudah bisa di akses di google classroom. Silahkan dikerjakan secepatnya agar tugas anak-anak tidak menumpuk.

S: Okay, thank you sir.

T: Jangan lupa isi absen disini (*link absen*) sir kasih waktu absen 10 menit ya

S: Baik sir

(00.15.00-00.45.00)

T: Sudah absen semuanya?

S: Sudah sir

T: Good. Nah kita lanjut ke pembahasan yaa

S: Siap sir

T: Kemarin kalimat apa yang biasa digunakan untuk teks explanation?

S: Kalimat passive sir

T: Betul sekali. Ada yang ingat apa kalimat passive?

S: Kalimat yang dimana subjeknya berubah menjadi objek sir

T: Good point. Coba kasih contoh biar lebih paham

S: They played the music, menjadi the music was played by him.

T: Very good. Yang lain?

S: Nanti salah sir.

T: Coba dulu, salah kita perbaiki bersama

S: *(Confusing).*

T: Sekarang coba kasih contoh kalimat aktif dirubah menjadi kalimat pasif!

S: She callled him, menjadi He was called by her

T: Good job, yang lain?

S: She eaten the bread, menjadi the bread was eaten by her

T: Very good. Kayaknya sudah lihai yaa

S: googling sir (emoji ketawa)

T: Nggak apa, yang penting meskipun googling setidaknya sudah tahu

S: Iyaa sir

T: Semoga nggak lupa, biar nempel ilmunya

S: Aamiin sir

(00.45.00-00.75.00)

T: verb apa yang digunakan dalam kalimat passive

S: (Silent)

T: Verb 3, kalian nggak fokus yaa

S: iya sir

T: Jadi coba kasih pola dari kalimat passive

S: (*Confusing*)

T: Pola itu kayak rumus

S: Verb 3

T: siapa yang sudah bisa menulis teks explanation?

S: Dea sir

Ss: Geon sama Retty sir

T: shuuuuuuut, ayo mulai dibiasakan tidak menunjuk orang lain. Nanti kalian yang sir tunjuk

S: Maaf sir

T: Sekarang silahkan pahami lagi materinya, kalau ada pertanyaan disilahkan yaa.

S: Baik sir

(00.75.00-00.110.00)

T: Sekarang silahkan cek tugas yang sudah sir upload di google classroom

S: Baik sir

T: Silahkan dibaca dan pahami perintahnya!

S: Oke sir

T: Kalau ada soal yang kurang jelas silahkan ditanyakan.

S: Iya sir

(00.110.00-00.135.00)

T: Gimana sudah selesai tugasnya?

S: Belum sir

T: ya sudah, kalau sudah selesai upload di google classroom ya, biar bisa sir nilai tugasnya

S: Baik sir

T: Tugas yang lain juga harap diselesaikan

S; Baik sir

T: Oke sir tunggu tugasnya, kalau ada yang masih bingung chat aja. Jangan lupa dipahami lagi materinya yang ada di google classroom. See you next week.

S: Baik sir, see you next week sir

T: oh iya, jangan lupa isi absen ya (*link absen*)

S: Thank you sir.

Appendix 2

Foreign Language Interaction Analysis (FLINT) of Teacher Talk

no	Indirect Influence	Utterances	Tally	F	%
1	**Deals with Feelings**	a) T: Good morning class b) T: Morning Dea, Retty, Anisa, Iren, Aditya. c) T: Morning Yansen, Moning Okta d) T: Morning Mel e) T: Kalau belum paham tanyakan saja ya f) T: Morning, Adel Telat. Okelah See you next week yaa g) T: Good morning class h) T: How are you today? i) T: Morning dit j) T: Hallo again class k) T: Good morning everyone. l) T: How are you today? m) T: See you next week	⑪⑪ ⑪	13	5,94%
2	**Praises or encourages**	a) T: Dak padek yang itu, kalau Retty yang nyanyi baru padek, atau Geon bantu b) T: Nah lagi nyuci aja padek, apalagi kalau rekaman. Dea tadi mana? c) T: Confidence lah d) T: Good point. Ada yang lain? e) T: Ok, dah bagus itu. f) T: Good point. g) T: Ok, udah bagus itu. h) T: Nah betuuuuul i) T: Misal bagaimana proses jadian antara Dea dan pacarnya, itu nggak termasuk explanation ya j) T: Bagus, sir pikir kalian udah lupa k) T: Good. Nah kita lanjut ke pembahasan yaa l) T: Betul sekali. m) T: Good point n) T: Very good. o) T: Good joob.	⑪⑪ ⑪⑪ ⑪ ‖	17	7,76%

		p) T: Very good. Kayaknya sudah lihai yaa q) T: Coba dulu, salah kita perbaiki bersama.			
3	**Uses ideas of student**	a) S: Before you go sir. b) T: Before ypu go lagu siapa Geon? c) S: Susah lagu itu sir tau refnya aja Retty. d) T: Iya, reffnya aja nggak apa e) S: Cari lirik dulu sir f) T: Nah sepakat, Retty nyanyi Geon pakursi g) S: Iya sir dikit aja h) T: OK (emoji jempol tanda persetujuan) i) S: Lagu lain nggak apa sir: lagu ini susah nian. j) T: Nggak apa lagu lain yang Penting Bahasa Inggris k) S: Lagu boleh beda sir? l) T: Boleh m) S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan. n) T: Kalimat aktif biasanya subjek didepan kalo pasif subjeknya dibelakang (ini gampangnya) o) S: Jadi teks procedure itu hampir sama dengan teks explanation kan sir? p) T: Emang agak mirip sihh, cuman kalo procedure itu biasanya menjelaskan tentang proses menyelesaikan sesuatu, kalau explanation itu tentang proses terjadinya. q) S: kalimat passive sir r) T: Ada yang ingat kalimat passive?	⦀⦀ ⦀⦀⦀	9	4,10%
4	**Asking questions**	a) T: Where is Delfia? b) T: Yang lain masih tidur yaa? c) T: Tugas kemarin-kemarin sudah dikerjakan semua? d) T: Sir nanya sedikit ya, lagu barat yang lagi hits sekarang apa?	⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀ ⦀⦀⦀	49	22,37%

		e) T: Before you go lagu siapa geon? f) T: Yang lain sepakat? g) T: Ayo siapa yang mau duluan nyanyi? h) T: Gimana yang lain setujukan? i) T: Dea tadi mana? j) T: Dimana dia itu? k) T: Nonton ngadu ayam yaa? l) T: Dea tadi mana? m) T: Masa? n) T: Nggak bisa apa nggak percaya diri? o) T: Dea mana? p) T: Agung mana? q) T: Tadi udah ada yang nyanyiin sedikit lagu before you go. Ada yang tau nggak artinya apa? r) T: Ada yang ingat, verb 2 nya Go itu apa? s) T: Kalian masih dirumah atau udah disekolah? t) T: Nggak kehujanan? u) T: Bily disekolah juga? v) T: Yang disekolah mulai belajar jam 0:20 kan? w) T: Gimana tugas praktenya kelas XI IPS 1? x) T: Kalian masih ingat text procedure kah? y) T: Ada yang ingat text procedure? z) T: Sekarang sir tanya dikit maksud kalimat passive ada yang tahu? aa) T: Ayoo. Passive itu apa? bb) T: Ada yang lain? cc) T: Ada lagi yang lain? dd) T: Ada yang bisa jelasin lebih rinci? ee) T: Okeh, ada yang ingin ditanyakan? ff) T: Weeeh, pengen cepat selesai kayaknya nihh? gg) T: Mana yang cowok nihh? hh) T: Nggak ada yang tanya lagi? ii) T: Ada lagi yang ingin ditanyakan? jj) T: Sudah siap unttuk pembelajaran hari ini?			

		kk) T: Siapa yang belum mengumpulkan tugas tertulis dan praktek? ll) T: Yang lainnya? mm) T: Kenapa, apa ada yang belum jelas? nn) T: Coba siapa yang masih ingat apa itu teks explanation yang kita bahas minggu belakang? oo) T: Another opinion? pp) T: Sudah absen semuanya? qq) T: Kemaren kalimat apa yang biasa digunakan untuk teks explanation? rr) T: Ada yang ingat apa kalimat passive? ss) T: Yang lain? tt) T: Yang lain? uu) T: Siapa yang sudah bisa menulis teks explanation? vv) T: Gimana sudah selesai tugasnya? ww) T: Apa Yansen dulu?			
	Direct Influence	**Utterances**	**Tally**	**F**	**%**
5	**Gives information**	a) T: Bagi yang belum melengkapi tugas-tugas yang sir suruh, masih sir tunggu yaa. b) T: Jadi materi kita hari ini tentang song, materinya sudah sir upload di google classroom. c) T: Itu yang bunyi-bunyi dari mulut. d) T: Tadi udah ada yang nyanyiin sedikit lagu before you go. e) T: Minggu depan kita ambil nilai praktek ya. f) T: Nanti bakalan sir ambil nilai praktek untuk song. g) T: Insyaallah masuk, tapi setengah-setengah. h) T: Direkam aja boleh, dikelas lebih bagus lagi. i) T: Baru 10 orang yang sudah selesai. j) T: Yang sudah kumpul tugas Anisa,	₩₩ ₩₩ ₩₩ ₩₩ ₩₩ ₩₩ |	31	14,15%

		Geon, Dea, Agung, Iren, Melinda, Lestari, Retty, Frengky, Andini, Faiza hari ini kayaknya.			
		k) T: Yang disekolah, sir mohon maaf sir belum bisa datang karena disini masih hujan.			
		l) T:itu loh kalau nggak salah kalian belajar waktu SMP, biasanya tentang cara bikin makanan.			
		m)T: Nah, materi yang sir share di google classroom tentang text explanation hampir mirip dengan procedure. Coba dibaca!			
		n) T: Bedanya kalau procedure itu how to make something, kalau explanation itu how something happen.			
		o) T: Maksudnya gini misalnya kalau procedure kita menjelaskan bagaimana membuat coklat, tapi kalau explanation kita menjelaskan bagaimana proses terjadinya coklat.			
		p) T: Nah teks explanation ini cenderung menjelaskan terjadinya sesuatu yang berkaitan dengan fenomenaalam atau sosial. Misalnya proses terjadinya hujan atau pelangi.			
		q) T: Nggak apa, yang penting meskipun googling setidaknya sudah tahu			
		r) T: dalam penggunaan bahasanya ada sedikit perbedaan jelas antara procedure dengan explanation yaitu biasanya kalo teks procedure itu pakai kalimat perintah, misalnya "masukan air kedalam gelas", kalau explanation banyak menggunakan kalimat passive.			
		s) T: Kalimat aktif biasanya subjek didepan kalo pasif subjeknya dibelakang (ini gampangnya)			
		t) T: Intinya ada awalan 'di' pada kata kerja			
		u) T: Nah jadi explanation itu biasanya banyak kalimat pasifnya dan perlu			

		kalian ingat bahwa tidak semua proses itu bisa dibuat jadi tek explanation.			
		v) T : Nah jadi explanation itu biasanya banyak kalimat pasifnya, dan perlu kalian ingat bahwa tidak semua proses itu bisa dibuat jadi teks explanation.			
		w) T: Fenomena sosial juga bisa dijelaskan sama teks explanation, misalnya bagaimana peledakan penduduk terjadi.			
		x) T: Yang jelas dia tidak menjelaskan tentang individu.			
		y) T: Intinya explanation itu pada kata "HOW" dan "PROCESS".			
		z) T: kalau langkah-langkah itu di teks procedure, kita menunjukan bagaimana cara membuat sesuatu dengan menggunakan kalimat perintah. kalau proses yang ada di explanation itu kita menjelaskan bagaimana sesuatu terjadi.:			
		aa) T: Emang agak mirip sih, cuman kalau procedure itu biasanya menjelaskan tentang proses penyelesaian sesuatu, kalau explanation itu tentang proses terjadinya.			
		bb) T: Ok kita lanjut lagi minggu depan ya, kalau ada yang masih bingung chat aja. Buat yang disekolah sekali lagi sir minta maaf belum bisa datang.			
		cc) T: Daily task untuk Explanation Text sudah bisa diakses di google classroom.			
		dd) T: Tugas yang lain juga harap diselesaikan.			
		ee) T: Oke sir tunggu tugasnya, kalau ada yang masih bingung chat aja. Jangan lupa dipahami lagi materinya yang ada di google classroom.			
6	**Corrects direction**	a) T: Coba pilih lagu yang hits, dan maknanya bagus!	‖‖ ‖‖ ‖‖ ‖‖	27	12,32%

		b) T: Jadi tadikan udah sir suruh untuk pilih lagu, sekarang Retty silahkan nyanyi dan direkam! c) T: Nanti semuanya dapat giliran. Coba nyanyiin chorusnya dikit! d) T: Yang tidak setuju nyanyi juga! e) T: Rety nyanyi Geon pakursinya! f) T: Gantian Dea nyanyi juga, chorusnya aj! g) T: Come on Dea, sing it, sing it. Dikit aja jangan pelit-pelit! h) T: Iren, Anisa, Okta, Geon, Yansen siap-siap! i) T: Nyanyi! j) T: Ayo nyanyi! k) T:Jadi, abis Dea, Melinda! l) T: Ayo Dea, nggak usah berdandan dulu! m)T: Okelaah pokoknya sekelas siapkan lagu Bahasa Inggris satu, cari lagu yang liriknya punya makna! n) T: Pronunciation-nya harus bagus yaa supaya dapat nilai tambahan!. o) T: jadi persiapkan dengan baik yaa! p) T: (mengirim link absen) jangan lupa absen untuk hari ini!. q) T: Silahkan kalian baca materi yang sudah sir bagikan di classroom. r) T: Yansen, Delvi yang lain segera dikumpul ya! s) T: Jangan lupa isi absen disini (link absen) sie kasih waktu absen 10 menit ya! t) T: Jadi coba kasih pola dari kalimat passive! u) T: Sekarang silahkan pahami lagi materinya, kalau ada pertanyaan disilahkan yaa! v) T: Sekarang silahkan cek tugas yang sudah sir upload di google classroom! w) T: Silahkan dibaca dan pahami perintahnya!	⾧⾧ ‖		

		x) T: Kalau ada soal yang kurang jelas silahkan ditanyakan! y) T: Kalau sudah selesai upload di google classroom ya! z) T: Tugas yang lain juga harap diselesaikan! aa) T; Oh iya jangan lupa isi absen ya (link absen)!s.			
7	**Criticizes students response**	a) T: Jangan lagu tik-tok lah, lagu tik-tok banyak nggak jelas b) T: No one is laughing c) T: Jangan ada yang gelak-gelak fokus, kalau ada yang gelak sir suruh nyanyi juga. d) T: Shuuuuuut, ayo mulai dibiasakan tidak menunjuk orang lain. Nanti kalian yang sir tunjuk	||||	4	1,83%

Appendix 3

Foreign Language Interaction Analysis (FLINT) of Student Talk

N O	STUDENT TALK	Utterances	Tally	F	%
1	**Student response, specific**	a) Ss: Morning sir b) Ss: Fine, and you sir? c) S: Cari diyoutube sir d) S: Kurang tau sir e) S: Alhamdulillah sudah sir f) Ss: Banyak sir g) S: DJ pale-pale sir wkwkwk h) S: Ai nanti sir gelak masih pagi ini i) S: Cari lirik dulu sir j) S: Ngadu ayam sir. k) Morning sir l) S: Beberes sir m) S: Bandara kami sir n) Morning sir o) Ss: Iya sir p) Ss: Morning sir q) Ss: Great sir r) S: Spirit s) S: Alhamdulillah masih nggak bisa sir t) S: Astaghfirullah sir u) S: Baik sir v) Ss: Iya setuju sir w) S: Iya sir ingat x) S: Oh gitu ya sir y) Ss: Morning sir z) Ss: Baik sir aa) S: Aduh sir bb) S: Berdosa banget cc) S: Thanks sir dd) S: Nanti salah sir ee) S: Aamiin sir ff) Ss: Oke sir gg) S: Belum sir hh) Ss: See you sir ii) Ss: Thank you sir	ⅲ ⅲ ⅲ ⅲ ⅲ ⅲ ⅲ	35	15,98%
2	**Students response,**	a) S: Before you go sir b) S: Lagu Before you go bagus sir	ⅲ ⅲ ⅲ ⅲ	26	11,87%

	open ended or student initiated	c) S: Susah lagu itu sir tau reffnya aja Retty.	卌 |		
		d) S: Aii nanti sir gelak masih pagi ini sir			
		e) S: Susah lagu itu sir keseleo lidah			
		f) S: Lewis Capaldi sir			
		g) S: Retty nggak bisa nyanyi sir. Geon suaranya bagus			
		h) S: Lagu lain nggak apa sir lagu ini susah nian			
		i) S: (mengirim pesan suara nyanyi lagu before you go durasi 23 detik). Susah sir aku lagi nyuci.			
		j) S: Nggak bisa nyanyi sir, nggak bisa nian			
		k) S: Nah Melinda ni yang elok suaranya sir			
		l) S: Nggak sir kenapa aku sir			
		m) S : Sebelum kamu pergi sir			
		n) S: Minggu depan udah masuk sir?			
		o) S: Kalimat pasif digunakan untuk tindakan (kata kerja) dan objek kalimat daripada subjek.			
		p) S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan.			
		q) S: Lalat dimakan oleh cicak.			
		r) S: Strukturnya sama kayak eksplanasi di Bahasa Indonesia sir?			
		s) S: Sir apa bedanya langkah-langkah sama prosesnya?			
		t) S: Jadi teks procedure itu hampir sama dengan teks explanation kan sir?			
		u) S: Teks explanation adalah suatu teks yang menjelaskan tentang suatu proses kejadian alam.			
		v) S: Teks explanation merupakan teks yang menjelaskan proses fenomena alam atau sosial			
		w) S: Kalimat passive sir			
		x) S: Kalimat yang dimana subjeknya			

		berubah menjadi objek sir y) S: They played the music, menjadi the music was played by him. z) S: She eaten the bread, menjadi the bread was eaten by her			
3	**Silence**.	a) T: Tugas kemarin-kemari sudah dikerjakan semua? b) Ss: Silence c) T: Next Melinda d) Ss: Silence e) T: Kalian masih ingat teks procedurekah? f) Ss: Silence g) T: Mana yang cowok nih tidur semua kayaknya? h) Ss: Silence i) T: Ada lagi yang ingin ditanyakan? j) Ss: Silence k) T: Verb apa yang digunakan dalam kalimat passive? l) S: Silence	⊞		6	2,73%
4	**Confusion**	a) T: Coba dulu salah kita perbaiki bersama b) Ss: Confusing c) T: Jadi coba kasih pola dari kalimat passive d) Ss: Confusing	||	2	0,91%

Appendix interview transcript of the English teacher of the second grade Students

Name   : Muamar Fajriah, M.Pd.

Age   : 40 years old

Date/Time : March, 4th 2021/9:30 a.m

R   : Allright, Assalammu'alayku, warohmatullahi wabarokatuh. thank you for your time sir, straight to the first question, the topic is about classroom interaction, so according to sir, how important is a good classroom interaction between teacher and students in the online learning process?

I   : I think it is very important, because it affects the ability of each student, first the teacher becomes more understanding about the basics that students have with these interaction, second automatically with the interaction will lead to intimacy between students and teacher.

R   : According to sir, can good interaction increase students' learning motivation?

I   : oh yeah, because at this time of online learning, if the teacher only provides material, then stays silent/doesn't build interaction, then automatically after seeing the material, students will not think about other things, but if it is controlled by interaction, it will grow interest in student learning, even though learning through online.

R   : How do you deal with children who are not very active in class interactions?

I   : Now this is an obstacle, sometimes students have other problems in their families, especially in this Covid-19 condition, so the first step that must be taken is the subject teacher must coordinate by himself with the homeroom teacher, it means the teacher must be active in knowing what obstacles are

experienced by students in this case, the teacher must understand the students, now this is one of the weaknesses of online learning.

R   : In your opinion, are jokes important to do when learning online?

I   : actually depends on the conditions and the material presented, when serious conditions continue to make jokes it will actually eliminate children's interest in learning, will divert the material presented, actually these jokes are important, but we have to be smart in choosing the right conditions in which we do the jokes.

R   : what are sir's tricks in getting students to ask questions and give feedback?

I   : In this case, what I do is deliver material that is not too detailed, but that does not mean it does not provide understanding, thereby increasing their curiosity, secondly, if they feel it's lacking, how to force children to ask questions by providing additional rewards for those who dare to ask questions or give feedback. , this can also increase the competition for them.

R   : How do you criticize if the student's response is not correct or incorrect?

I   : First, never blame the students, don't directly say "your answer is wrong" can be conveyed like "the answer is good, but it's better like this or it can also provide opportunities for other students to answer, because sometimes with presentations from their peers understand better than the teacher's explanation.

R   : How do you appreciate students who give the correct response?

I   : So, students are different from people who are already working, so the teacher does not need material to provide complementing to students, the first step is with praise that must be in accordance with the conditions, there

is no need to say you are very smart, because like cornering other friends, the teacher can say good job, or can give a plus score.

R : During the online learning process, what categories did you express the most in building interactions with students?

I : In creating classroom interaction with students, especially when learning online, as a teacher I can be said to be the center of learning, because this is the first time for our school to implement online learning. I actively ask students to build communication, besides that I give some material explanations, give instructions, motivate students and others.

R : In creatsing classroom interactions with students while studying online, were there some challenges that you found, what are these challenges?

I : Yes, of course there are some challenges that I found when interacting with students while studying online. Basically, online learning uses the internet network, while what we know is that access in Indonesia is relatively weak, especially in remote areas. Students often complain that when the electricity goes out, the internet network is also lost, so they are paused in participating in learning. Besides that, the obstacles that I face are the low seriousness of students and low student motivation caused by various factors.

R : Based on the challenges that you have mentioned, in your opinion, what are the solutions that can be done in creating good classroom interactions when learning online?

I : In my opinion, things that can be done are like parental approaches to children who are taking online learning. This is done so that children really participate without doing other activities. Because there are some children who just fill in the absences without actually following the lesson from beginning to end.

<u>Appendix interview transcript of the second grade Student</u>

Name : Retty Qur'ani Putri

Class : XI IPS 1

Age : 16 years old

Date/Time : February, 23 2021/10:00 a.m

R : Allright, as an active student, Retty is the one of interview sample in this research, so according to Retty, how important is classroom interaction between teachers and students when learning online?

I : In my opinion, the interaction of teachers with students is very important, because at this madrasa, teachers not only prioritize academic assessment, but also students' morals and behavior. In addition, with the interaction, students know the care and seriousness of the teacher in educating their students. When we study online we have difficulty understanding the material, because the teacher only sends material such as a google link, without explanation, many students complain "yes, if it's just google, we can do that too". But there are also some teachers who provide learning videos, which made us more interested.

R : Do you think that interaction affects students' learning motivation?

I : In my opinion, interaction supports student learning motivation, because it is the teacher's job to encourage students to be more active in learning, support students to be enthusiastic about pursuing what they aspire to. Besides that, to motivate themselves, students must also exist within themselves, not just from the teacher, because there are some students who don't like to listen to the teacher. So it has to be in the person itself, whether there is a desire to move

forward, want to learn. So it's useless even if the teacher encourages, motivates students to continue learning.

R : What are the positive effects of joking done by the teacher when learning online?

I : With the jokes when learning online, I feel that the teacher indirectly provides a code so that students are not too tense, especially when studying online, because the teacher understands some of the difficulties students experience when learning online.

R : When your response or answer is not correct to what the teacher wants, then how do you think the teacher should criticize you?

I : In my opinion, it is natural when students' answers are not correct because they still need to learn a lot and need guidance from the teacher, so as a teacher give constructive criticism to students so that students are motivated, not cornered students.

R :What are the challenges or difficulties did you experience during online learning?

I : I had difficulty understanding some of the material presented by the teacher, because most of the material was explained in text so it was difficult to understand on my own. The teacher also did not explain in detail.

R : According to you, what are the solutions that can be done to overcome classroom interaction problems when learning online?

I : In my opinion, interesting learning media can arouse students' enthusiasm to be active in the online learning process. In addition, teacher learning methods must be varied so that they are not boring.

Appendix interview transcript of the second grade Student

Name   : Anisa

Class   : XI IPS 1

Age   : 16 years old

Date/Time : February, 23 2021/10:15 a.m

R   : Allright, as an active student too, Anisa alsa the one of interview sample in this research, so according to you, how important is classroom interaction between teachers and students when learning online?

I   : In my opinion, the interaction between teachers and students in online or online classes is very important, because students are easier to understand learning when there is interaction with the teacher.

R   : Do you think that interaction affects students' learning motivation?

I   : In my opinion, with interaction, students are more enthusiastic about learning, because students know that the teacher really wants to educate them so the students interest in learning.

R   : What are the positive effects of joking done by the teacher when learning online?

I   : The positive effect from myself is that I feel more enjoy learning even it through online, then teacher and students are more close with the presence of a few jokes, even in this online learning

R   : When your response or answer is not correct to what the teacher wants, then how do you think the teacher should criticize you?

I : I am classified as a student who is not very confident and easily down, so in my opinion when my response is not correct, the teacher should respect and motivate me to study harder.

R :What are the challenges or difficulties did you experience during online learning?

I : I find difficult to understand the material given by the teacher due to various factors such as weak internet, so I cannot download the material and other factors.

R : According to you, what are the solutions that can be done to overcome classroom interaction problems when learning online?

I : The way the teacher delivers learning also affects how interested students are in interacting with other teacher or students. Teacher must also establish closeness with students, because there could be other factors that prevent students from participating in online learning.

Appendix interview transcript of the second grade Student 2

Name : Adelfia Maisya Catarin

Class : XI IPS 1

Age : 16 years old

Date/Time : February, 23 2021/10:30 a.m

R : Allright, as an active student too, Adelfia is the last interviewer in this research, so according to you, how important is classroom interaction between teachers and students when learning online?

I : According to Adelfia, the interaction between teachers and students is very influential in the learning process, because teachers need to know how the attitudes, nature of students, and whether the students are active or not, and understand or not understand the material given by the teacher.

R : Do you think that interaction affects students' learning motivation?

I : Yes, because if the interaction between teachers and students is good, then learning will be fun, students are enthusiastic about learning and even students will look forward to learning with the teacher. If the teacher lacks interaction with students, students feel embarrassed and awkward in learning, such as asking or responding to the teacher

R : What are the positive effects of joking done by the teacher when learning online?

I : In my opinion, jokes are necessary to enjoy while learning, but the teacher must be able to control the students because sometimes students are too much when joking

R : When your response or answer is not correct to what the teacher wants, then how do you think the teacher should criticize you?

I : According to Adelfia, the teacher should not immediately blame the students, "like Adelfia you are wrong", for example, it is better like "Adelfia's answer is correct but not perfect, which part does Adelfia not understand, do you need to re-explain the material or how to make Adelfia understand, without cornering and making students down, but encouraging and appreciating student responses.

R :What are the challenges or difficulties did you experience during online learning?

I : The difficulty I experienced was that it was difficult for me to understand the material because I felt that the teacher did not prepare learning media that were easy to understand.

R : According to you, what are the solutions that can be done to overcome classroom interaction problems when learning online?

I : In my opinion, even though learning online teachers still have to care about students, so that students feel that the teacher is sincere in educating students. Another way, teachers must be creative in uploading learning media, so that students can easily understand the learning material.

DOCUMENTATIONS

LAMPIRAN

Documentation on interviewing Retty as the first interviewee as the student at second grade XI IPS 1

Documentation on interviewing Anisa as the second interviewee as the student at second grade XI IPS 1
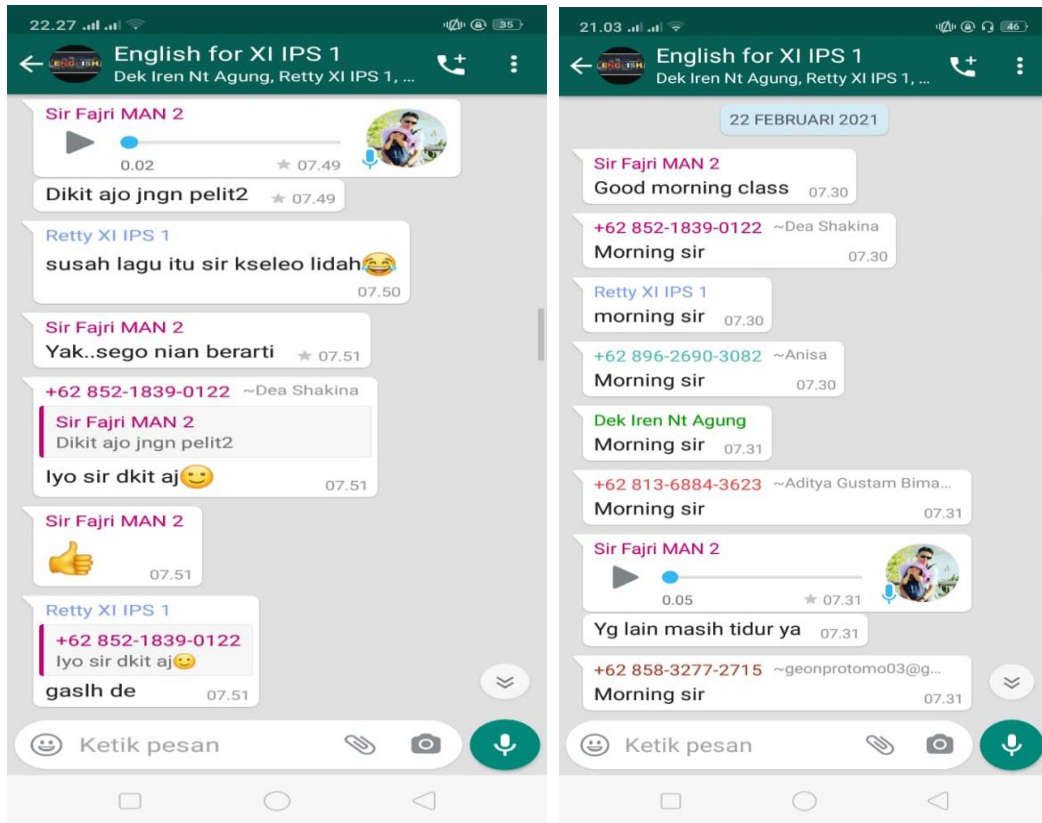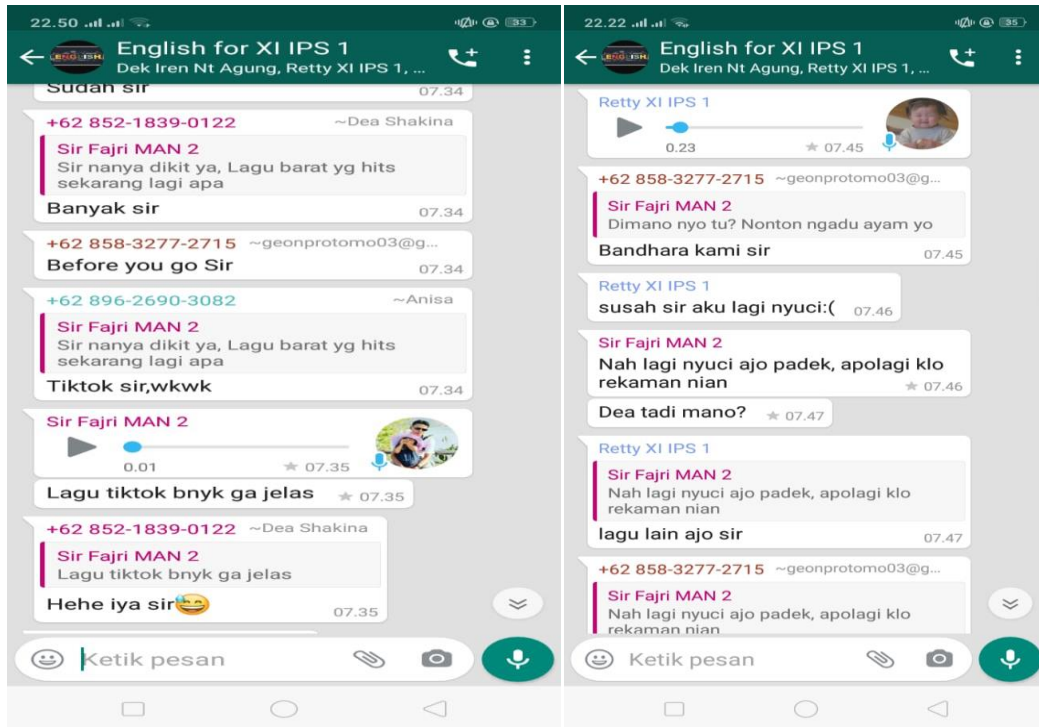
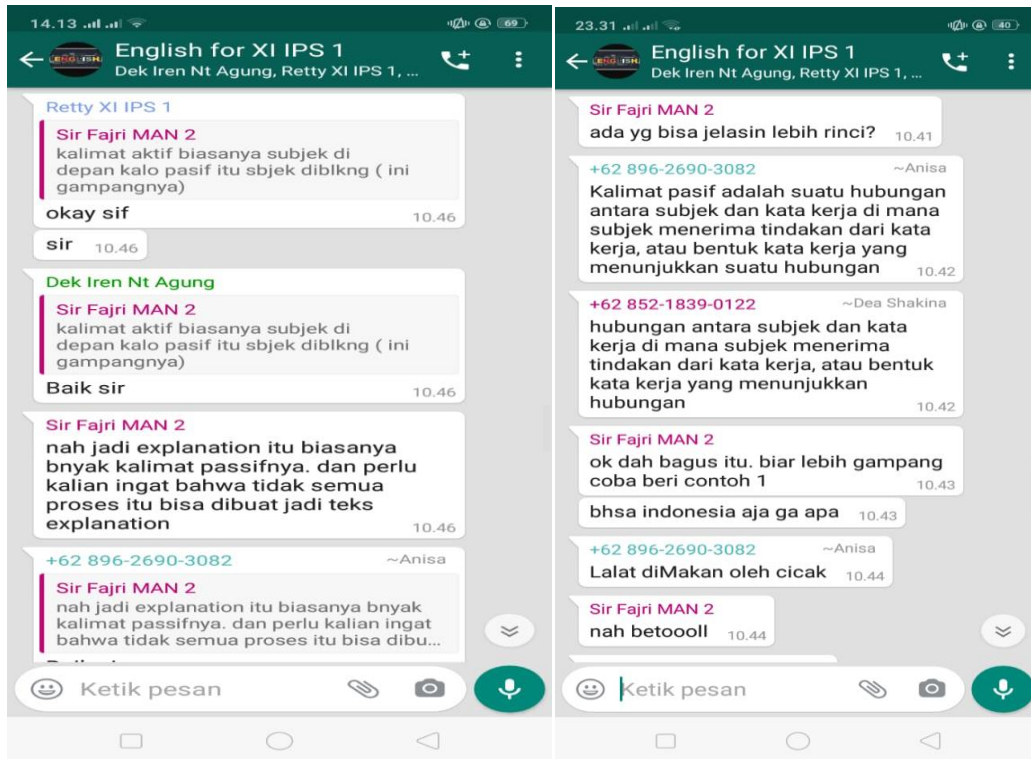*Documentation on interviewing Adelfia as the third interviewee as the student at second grade XI IPS 1*
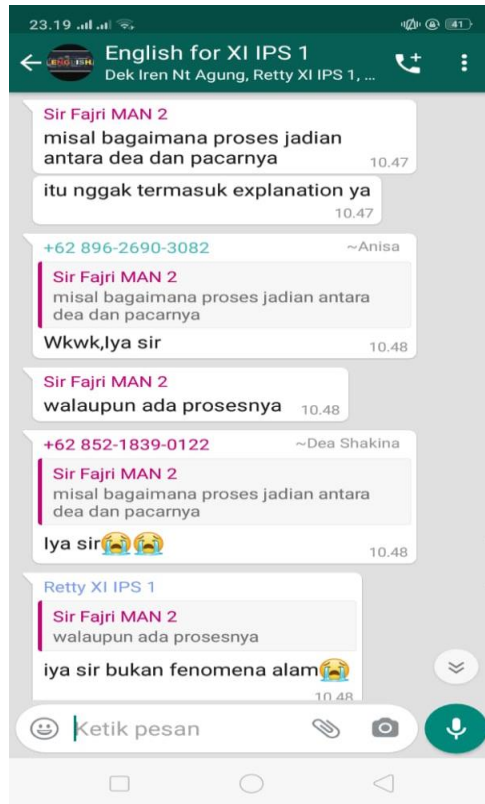
clxx

Documentation on interviewing Sir Muamar Fajriah, M.Pd as the English teacher
at second grade XI IPS 1

Documentation on Online Learning Process at XI IPS 1 MAN 2 Kota Bengkulu

14.13

Retty XI IPS 1

> **Sir Fajri MAN 2**
> kalimat aktif biasanya subjek di depan kalo pasif itu sbjek diblkng (ini gampangnya)

okay sif   10.46

sir   10.46

Dek Iren Nt Agung

> **Sir Fajri MAN 2**
> kalimat aktif biasanya subjek di depan kalo pasif itu sbjek diblkng (ini gampangnya)

Baik sir   10.46

Sir Fajri MAN 2
nah jadi explanation itu biasanya bnyak kalimat passifnya. dan perlu kalian ingat bahwa tidak semua proses itu bisa dibuat jadi teks explanation   10.46

+62 896-2690-3082   ~Anisa

> **Sir Fajri MAN 2**
> nah jadi explanation itu biasanya bnyak kalimat passifnya. dan perlu kalian ingat bahwa tidak semua proses itu bisa dibu...

Ketik pesan

23.31

Sir Fajri MAN 2
ada yg bisa jelasin lebih rinci?   10.41

+62 896-2690-3082   ~Anisa
Kalimat pasif adalah suatu hubungan antara subjek dan kata kerja di mana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan   10.42

+62 852-1839-0122   ~Dea Shakina
hubungan antara subjek dan kata kerja di mana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan hubungan   10.42

Sir Fajri MAN 2
ok dah bagus itu. biar lebih gampang coba beri contoh 1   10.43

bhsa indonesia aja ga apa   10.43

+62 896-2690-3082   ~Anisa
Lalat diMakan oleh cicak   10.44

Sir Fajri MAN 2
nah betoooll   10.44

Ketik pesan

23.27

Sir Fajri MAN 2
skrng sir tanya dikit maksud kalimat passive ada yng tau?   10.39

ayooo..   10.39

passive itu apa   10.40

Retty XI IPS 1

> **Sir Fajri MAN 2**
> skrng sir tanya dikit maksud kalimat passive ada yng tau?

Kalimat pasif digunakan untuk tindakan (kata kerja) dan objek kalimat daripada subjek   10.40

Sir Fajri MAN 2
god point   10.41

ada yg lain   10.41

+62 852-6737-9867   ~Faiza

> **Sir Fajri MAN 2**
> nah teks explanation ini cendrung menjelaskan proses terjadinya sesuatu yang berkaitan dengan fenomena alam …

lya sir   10.41

Retty XI IPS 1

Ketik pesan

Documentation on Online Learning Process at XI IPS 1 MAN 2 Kota Bengkulu