INVESTIGATING OF CLASSROOM INTERACTION BETWEEN ENGLISH TEACHER AND STUDENTS IN ENGLISH FOR TOURISM CLASS AT SMKN 7 BENGKULU CITY

(Qualitative Research Conducted at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year 2021/2022)

THESIS
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In English Education Study ProgramTarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

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Wassalamu'alaikum Wr. Wb

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Mottos

For indeed, with hardship [will be] ease

(Al- Insyirah: 5)

When you ambitionnis big

The your efforts should be even bigger

(Seftalestariani)

DEDICATION

- Myself who is willing and able to endure, to fight, to try as hard as I can, to not give up despite the many feelings and temptations that come to my stop, thank you for want to remain strong.
- My beloved parents, my Dad Suprianto and my Mom Sri Hartati, who is the main reason I have to finish this thesis, who give me true love, affection, motivation, and everything in my life. Thank you for always keeping me in the prayers and always letting me pursue whatever my dreams are.
- To my two great advisors Feny Martina M.Pd and Ms. Zelvia Liska Afriani, M.Pd I am fortunate to be one of your mentors. Thank you for all the advice you have given.
- All of my dearest friends thank you for the support for me. May Allah bless you all.
- All lecturers who teach in Tarbiyah and Tadris Faculty, especially in English Education Program. Thanks for all experiences you‘ve given me during the study.
- My great almamater UIN Fatmawati Bengkulu.

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I hereby sincerely state that the thesis titled "**Investigating of Classroom Interaction Between English Teacher and Students in English for Tourism Class at Smkn 7 Bengkulu City(Qualitative Research Conducted at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year 2021/2022)**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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Alhamdulillah, the researcher say thanks to Allah SWT who has perfection, because of his kindness I have completed my thesis, entitle : Investigating Of Classroom Interaction Between English Teacher And Students In English For Tourism Class At Smkn 7 Bengkulu City (Qualitative Research Conducted at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year Dr. Mus Mulyadi, M. Pd, the Dekan 2021/2022).

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It I hoped that this thesis proposal can be useful for all readers. Then, the erictis, correction, and advice from the readers are very expected to make it better. Finally, Allah may always bless us in peace life.

Bengkulu, 2022

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ABSTRACT

Seftalestariani. (2021). Investigating Of Classroom Interaction Between English Teacher And Students In English For Tourism Class At Smkn 7 Bengkulu City (Qualitative Research Conducted at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year 2021/2022). Thesis for English Education Study Program, Faculty of Tarbiyah and Tadris, Bengkulu State Islamic Institute.

Pembimbing 1 **Pembimbing 2**

Feny Martina, M.Pd **Zelvia Liska Afriani, M.Pd**

The objective of this research is to determine the interactions that occurred in the New Normal Era between students and teacher in the learning process in the second grade of the Travel Business Department at SMK N 7 Bengkulu city and to determine the types of interactions between students and teacher in the New Normal Era in the learning process in the second grade majoring in Travel Business at SMK N 7 Bengkulu city. The design of this research is a qualitative descriptive method, in the process of collecting data the researcher uses the theory of Flanders Interaction Analysis. The subjects of this research are English teachers and second grade students of SMKN 7 Bengkulu city. The results of this research: teacher interactions in the classroom: Accept feelings, praise and encourages, accept or use idea from students, asking questions, lecturing, giving directions, criticizing or justifying authority, and the dominant category used in the classroom is the teacher asking questions. Student interaction: student's talk response, student's talk initiative and silence or confusion. Teacher interaction is more dominant than the research results. The researcher would like to suggest to the teacher that the results of this study can be used to describe the interactions that occur in the second grade of the travel business department and find out how the teacher's teaching style is in the classroom. For students to provide knowledge to students about interactions that occur in class. Furthermore, it is recommended for further research that this research can be used as a reference for those who will conduct further research on teacher and student interactions in the classroom.

Key words: *Classroom Interaction, Flander Interaction Analysis and New Normal Era*

ABSTRACT

Seftalestariani. (2021). Investigating Of Classroom Interaction Between English Teacher And Students In English For Tourism Class At Smkn 7 Bengkulu City (Qualitative Research Conducted at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year 2021/2022). Skripsi program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing 1 **Pembimbing 2**

Feny Martina, M.Pd **Zelvia Liska Afriani, M.Pd**

Tujuan dari penelitian ini adalah untuk mengetahui interaksi yang terjadi pada Era New Normal antara siswa-guru dalam proses pembelajaran di kelas dua jurusan Usaha Perjalanan Wisata di SMK N 7 kota Bengkulu dan Untuk mengetahui jenis-jenis interaksi antara siswa-guru yang ada di Era New Normal dalam proses pembelajaran di kelas dua jurusan Usaha Perjalanan Wisata di SMK N 7 kota Bengkulu. Desain penelitian ini adalah metode deskriptif kualitatif, dalam proses pengambilan data peneliti menggunakan teori Flander Interaction Analysis. Responden dari penelitian ini adalah guru bahasa Inggris dan siswa kelas dua SMKN 7 kota Bengkulu. Hasil penelitian ini: interaksi guru di kelas: menerima perasaan, pujian dan dorongan, mengajukan pertanyaan, mengajar, memberi arahan, mengkritik, dan kategori dominan yang digunakan di kelas adalah guru mengajukan pertanyaan. Interaksi siswa: respon berbicara siswa, inisiatif berbicara siswa dan diam atau kebingungan. Interaksi guru lebih dominan dari hasil penelitian. Peneliti ingin menyarankan guru bahwa hasil penelitian ini dapat digunakan untuk menggambarkan apa saja interaksi yang terjadi dalam kelas dua jurusan usaha perjalanan wisata dan mengetahui bagaimana gaya mengajar guru di kelas. Bagi siswa untuk memberikan pengetahuan kepada siswa tentang interaksi yang terjadi di kelas. Selanjutnya disarankan untuk penelitian lebih lanjut penelitian ini dapat digunakan sebagai referensi bagi mereka yang akan melakukan penelitian lebih lanjut mengenai interaksi guru dan siswa didalam kelas.

Key words: *Interaksi Kelas, Flander Interaction Analysis and New Normal Era*

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CHAPTER I

INTRODUCTION

This chapter consists of background of the research, identification of problem, limitation of problem, research question, the objective of the research and the significance of the research.

A. Background of the Research

Classroom interaction is important in the teaching and learning process because the teaching and learning process will be more effective when there is interaction between students and teachers. According to Celce Murcia (1987), classroom interaction is an interaction activity between students and teachers and students.

A good learning process requires a process of interaction with all components involved in classroom learning. According to Brown (2000), the class components include educators and students or between students and other students in collaborating, exchanging thoughts, feelings or ideas. It means that good interaction in classroom requires all components to be equipped and then Interactions that occur in the classroom will help students develop their language learning.

However, currently the world is faced with an emergency condition of the spread of the corona virus, the impact of which is almost felt by all aspects, both from economic, social and educational aspects. In the educational aspect of the learning process during the Corana virus pandemic

starting March 16, 2020, all educational institutions decided to carry out distance learning.

However, in June 2020 the Government took the decision to implement a new normal in the education sector, the Government also moved to restart the teaching and learning process in schools while still following the health protocol. This decision was taken to restore conditions where many students and teachers have difficulty in carrying out online learning due to many factors. Of course, this decision was also taken by looking at the decreasing percentage of Covid-19 transmission. new normal itself is undeniable that this normal includes significant changes in people's rules and lifestyles over a long period of time for very basic reasons. New normal is the choice of many countries as they need to prepare their people adopt a new way of life in a side by side with the covid 19 viruses.

To ensure the way of learning in the new normal period, the researcher conduct a preliminary observation which was carried out on March 15, 2021 at SMK 07 Bengkulu City, the researcher took the decision to conduct research at the school because in the Bengkulu city there are only two schools that has English For Toursm class and only at this school as well because only this school which grade XI does not do apprenticeship activities. Class XI was chosen because the researcher conducted an interview with the teacher who teach the English For Toursm class, he said that the material provided in class XI was sufficient and they also understood the material

better, while in class X the material provided was only introduction and class XII was already busy with preparations internships and final exams.

The researcher found that during normal times, schools have implemented face-to-face learning processes at schools while still following health protocols. The difference is that during the normal period, the learning time is usually reduced, which is usually a full day, while the study time is only 7-15 to 12.00 and the study time is only 35 minutes per class. Judging from the findings of researchers at the time of pre-observation, with the limited learning time in the class, students are less active in engaging in the learning process, it can be seen from the lack of interest of students in asking questions and expressing their opinions. This condition occurs because the teacher also spends a lot of time in the learning process to explain the subject matter so that very little learning time is used to interact with students such as discussing and asking and answering questions.

However, when conducting research, the researcher analyzed online/online classroom interactions, this was due to the increasing number of Covid-19 transmissions in the city of Bengkulu, so that on July 27th 2021 the city government followed instructions from the president to enforce level IV Community Activity Restrictions (PPKM) in the region. Bengkulu city.

In addition, there are some previous findings about the Flander Interaction Analysis technique (1970) in analyzing class interactions. First, Nurmasitah's (2010) research entitled "Study of Classroom Interaction Characteristics in English Geography Class: The Case of Class Ten

Immersion Class at SMA N 2 Semarang" found that 1) the most dominant characteristic in immersion class interactions is cross-content (that most of the study time - teaching is devoted to questions and lectures by 5 teachers, 2) the teacher spends 57.43% of the teaching-learning time, while the students spend 22.20% of the teaching-learning time which shows that students are quite active in class interactions, and 3) the teaching and learning process The elements of effectiveness used in the classroom are academic learning time, the use of reinforcement, cues and feedback, cooperative learning, classroom atmosphere, high-level questions, advanced administrators, direct instruction, indirect teaching, and democratic classes.

Then the last one is Febby Garetsa Putri (2014) entitled "Class Interaction Analysis Using Classroom Interaction Analysis Techniques (FIACs) at SMP 13 Bengkulu City, 2013/2014 Academic Year". The results showed that the data were analyzed using Flander's. formulate, and the interaction matrix. The results showed that for teacher A at VIIC, the teacher spoke (66.15%), and the students spoke (33.10%). In addition, for teacher B, the teacher speaks (70.39%), and the students speak (28.41%). This shows that the teacher's conversation is the most dominant class interaction during the observation. In addition, for both teachers A and B, content crossing was the most dominant characteristic during observation.

These characteristics indicate a relationship between the teacher indirectly and speak directly, that is the teacher spends more time talking in the teaching and learning process to ask questions and lectures. From these

results, the researcher concluded that teacher conversation was the most dominant class interaction during observation and students were less active in class interactions in previous studies.

Based on the results of previous research, the researcher wants to continue the analysis of class interactions in English for Tourism subject class. First, no previous study has looked at this subject matter. Second, the researcher found the objective of the research was senior high school and junior high school that is why the researcher wants to observe at SMK (vocational school). The last researchers wanted to observe learning during theOnline learning or Distance learning . Based on the description above, the researcher wants to conduct a research entitled "An Investigating of Classroom Interaction Between English Teacher and Students in English for Toursm Class at SMKN 7 Bengkulu City".

B. Limitation of the Problem

The focus of the research is to analyze the interactions that occur during the teaching and learning process especially in verbal interaction between teacher and students in SMK N 7 Bengkulu city in the English For Tourism class in the based on Flanders Interaction analysis theory.

C. Research Questions

1. How is the interaction between teacher – student at English For Tourism class based on the analysis of the Flanders interaction (FIA) at SMK N 7 Bengkulu City?

2. What are the types of interaction between teacher - student at English For Tourism class based on Flanders interaction analysis (FIA) at SMK N 7 Bengkulu city?

D. Research Objectives

Based on the problem of the research, the objectives of the research were :

1. To know the interaction exist between student- teacher, teacher-student in classroom at SMK N 7 Bengkulu city
2. To know the types of interaction between teacher- student, student-teacher exist at SMK N 7 Bengkulu city

E. Significances of the Research

This research able used for the following:

1. For the teachers

   The results could be used to describe what is happening in classroom interaction in English for guiding subject at second grade based on flander's theory

2. For the students

   To provide knowledge to students about interaction happen in the classroom.

3. For further research

   This research can be used as a reference for those who will do further research regarding teacher talk and students talk in classroom interaction.

F. Definition of Key Terms

1. Classroom interaction is an interaction between teacher and students in classroom where they can create interaction each other Dagarin (2004). This means that classroom interactions are all interactions that occur in the learning and teaching process.
2. In addition, learning English for tourism purposes is crucial for those working in the Guest Relations section, such as hotels, travel agencies, restaurants, information centers and tourist attractions.
3. FIA is a technique to observe classroom interaction systematically Flander (1970). The Flanders Interaction Analysis Category System (FIACS) records what teachers and students say during the teaching and learning process. In addition, the technique allows teachers to see exactly what kind of verbal interaction they are using what kind of response students are giving.

CHAPTER II

LITERATURE REVIEW

This chapter discusses literatures which related to the research those are, classroom interaction, the process of interaction in classroom, the roles of teacher interaction in classroom, the roles of students interaction in classroom, definition of teaching, new normal era, flander interaction analysis categories system fiac, and the previous related studies

A. Classroom interaction

1. Classroom

The classroom is the place where the teacher and students come together and language learning is supposed to happen. As stated by allwright and bailey (1991) classroom has been defined as gathering place, for a given period of time, of two or more person for the purpose of language learning. It can be said classroom is the place that a lecturer and students build relation to communicate each other to reach the purpose of language learningFor the instructor, the classroom is a golden opportunity to meet face-to-face with students, effectively delivering teaching materials to ensure that students learn what is taught. On the other hand, students are expected to be present on time and to participate actively in the absorption, search and application of skills and knowledge shared in classrooms or other learning activities.

By condition above, the purpose of the classroom is the gives space to learn for everyone who is in language learning class both of teacher or students. Therefore, to achieve a successful interaction, all the participant involved in the exchange should unite their efforts in a way interaction and managing classroom interaction.

2. Classroom Interaction

In terms of terminology, interaction means that things are interconnected and affect each other. Interaction is always related to the term communication. Communication comes from the word communicare which means participating and informing. In addition, communication can also be interpreted as a process in which an idea is transferred from the source to the recipient with the intention of changing their behavior.

While in the communication process it is known: (1) who is communicating is called the source (communicator), (2) stating what (message/communication content), (3) with which channel (media used), (4) to whom (recipient of the message/communicant), (5) with what effect (outcome).11 In terms of terminology "interaction" has meaning mutual action; relate; influence; between relationships. Interaction will always be related to the term communication or relationship. While "communication" stems from the words "communicare" which participates, informs, becomes common property.

Meanwhile, in Indonesian Ekslopedia, Interaction is a type of action or action that occurs when two or more objects affect or have an effect on each other. So, teaching and learning interactions are reciprocal activities between teachers and students, or in other words that teaching and learning interactions are between students (students) and their teachers. This emphasizes the existence of simultaneous and mutually influencing interactions.

The interaction and mutual influence is not only done through words but also through messages. While teaching and learning interactions are reciprocal relationships between teachers (teachers) and children (students) who must show a relationship that is educative (educating). Where the interaction must be directed at a certain goal that is educational, namely a change in the behavior of students towards maturity.

Classroom interaction takes place every day in the classroom activities between the teacher and the learners. In classroom interaction, it is commonly defined as a type of action that occurs when two or more objects have an effect on each other. According to Ruhela's (2004) interaction in the classroom is currently divided into two parts:

a. Verbal interaction

   it involves the influence of the teacher on the students and of the teacher through verbal statement.

b. Non verbal interaction

The actions or gesture through which the teacher teaches a certain subject content come under non verbal interaction.

It means that the statements relate with flanders interaction analysis that observe about interaction in classroom. In other words of Flander (1970), the classroom interaction refers to chain of events which occur one after the other, each occupying only a small segment of time, event being defined as shortest. Possible act that a trained observer can identify and record Interaction analysis is defined as a label that refers to any technique for studying the chain of class room events in such a fashion that each event is taken into consideration.

Flander identified a twofold purpose of interaction analysis one to help teacher develop and control his teaching behavior and second to investigate relationship of class room interaction and the pattern of teaching events with student attainment so as to explain the variability in student attainment.

The role of classroom interaction is effective for students and teachers, it can improve teaching activities for teachers, and it can improve how students interact with classroom teachers. Classroom interaction will help students share information they get of each other's materials.

There are seven types of classroom interaction based on Mingzhi (2005) as cited in journal of David Jiwandono and Dwi Rukmini including:

a teacher speaking to whole class means the teacher as the controller of the class who gives students information or materials, reading aloud, etc.

b teacher speaking to individual students with the rest of students as the hearers

c teacher speaking to a group of members means the teacher participates in the students' group works in which he gives suggestions for the group work; (4) student speaking to teacher means the students initiate to speak when they do not understand about the information

d student speaking to student means interactions in pair work activities

e student speaking to group members means interactions in group work; and

f student speaking to the whole class means activities that are students-fronted class.

Types of Interaction in Learning according to Nana Sudjana, there are three patterns of communication in the teacher-student interaction process, namely communication as action, interaction and transaction.

a. Communication as action or one-way communication, namely the teacher as the giver of action and students as the recipient of the action. Active teachers, passive students, teaching is seen as an activity to deliver lesson material.
b. Communication as interaction or two-way communication, namely the teacher can act as the giver of action or the recipient of the action. On the other hand, students can be the recipient of the action or the giver of the action. Dialogue will occur between teachers and students.
c. Communication as a transaction or communication in many directions, namely communication does not only occur between teachers and students, but also between students and students. Students are required to be active from the teacher. Students, like teachers, can serve as learning resources for other students.

Teaching situations or teaching and learning interaction processes can occur in the various communication patterns above, but communication as a transaction is considered in accordance with the concept of active student learning (CBSA) as desired by experts in modern education. Meanwhile, according to Professor Djaali, there are four educational interactions, namely:

a) Student-student interaction

b) Student interaction with teacher

c) Student interaction with learning resources, and

d) Student interaction with the environment.

If these four interactions are related to the teaching and learning process, then the teaching and learning interactions are things that take action together in the teaching and learning process in which there is a relationship between students and teachers to achieve a goal. The purpose of the interaction is something that has been realized and agreed upon as common property and strives as much as possible to achieve that goal in teaching activities.

Learning tends to what students do while teaching tends to what teachers do as leaders in learning. The two activities become integrated in one activity when there is a reciprocal relationship or interaction between teachers and students during teaching Khadidja (2009) claims that the interaction of the classroom will involve students in collaborative learning because they talk and share in the classroom.

Its means that the interaction of the classroom will make students have a good relationship with each other. Good classroom interaction depends on how the teacher gives students a chance to talk to each other. Khan (2009) argued that classroom interaction contributes to students being engaged in the learning process. This means that when

the teacher gives the students a chance to talk, the students will be eager to take part in the learning process. Based on the definition above, the classroom interaction is any interaction that occurs in the teaching and learning process where the teacher determines the interaction that occurs in the classroom.

B. The process of interaction in classroom

The students have to involve in the classroom interaction, the teacher has to give the students tasks and activities that encourage them to participate at the classroom interaction. Moreover, creating classroom interaction is an important strategy for EFL students. Therefore, EFL teachers have to consider some strategies for creating classroom interaction. Kalantari (2009) points out that three key strategies for creating classroom interaction included technical issues, modification, and cooperative learning.

It is an important part of creating a classroom interaction because the questions of the teacher have a strong impact on their participation. Most students have the impression that the teacher's question will make the teacher know who they are. David (2007) said that the questions will attract the attention of students. Because it will create a classroom interaction between a teacher and a student, a teacher must have the ability to ask questions. There are three questions that can be used by the teacher to create a classroom interaction that includes:

1. Procedural question

The procedural question is a question for students to understand. Based on Menegale (2008) the question of the procedure is questions for the management of the classroom since the example of this question, including "Is everything clear? Are there any problems? Can you understand that? Can you read that? "This type of question will attract the attention of students and encourage interaction in the classroom.

2. Referential

The reference question is a question that the teacher does not know the answer to. Students are required to produce their ideas in an orderly manner and to choose appropriate words in order for the teacher to know what they mean. Cullen (1998) asserts that the reference question is called a real communicative purpose because the teacher wants to listen to the student's explanation of the answer. Cullen (1998) said that the reference question is called a real communicative purpose because the teacher wants to listen to the student's explanation of the answer. The main factor why this is a real communicative purpose is that students try to make the teacher understand what they have answered and explained. The types of reference questions give an opinion, explain or clarify questions.

3. Display question

Display question is a question that has been answered by the teacher. It is intended to check whether or not students understand the lesson. Shomoossi (2004) asserts that the questions shown are including comprehension checks, confirmation checks or clarification requests. Each student will try to answer the questions until the teacher's answers are satisfied. It will make them interact in the classroom interaction. Based on Tuan and Nhu (2010), the display question will enhance student participation in natural conversations as students try to answer questions until the teacher's answers are satisfied. These strategies are designed to engage students in classroom interaction.

First strategy is to ask questions, questions will involve students in the classroom interaction, although most of them think the questions are essential to them. Ur (1996) states on eleven reasons for asking questions, including providing a model for language or thinking; finding out something from the learners (facts, ideas, opinions), checking or testing understanding, knowledge or skills, getting learners to be active in their learning; paying attention to the subject learned, informing the classroom through the answers of the stronger learners, To provide weaker learners with the opportunity to participate, to stimulate thought; to get learners to review and practice materials previously learned, to encourage self-expression; and to

communicate to learners that the teacher is interested in what they think.

Body language is the second strategy, the body language is going to make the students talk since the teacher uses their body movement to guess what the teacher means. Body language is a non-verbal signal that is powerful and truer. The teacher teaches some subjects, for example, that are used in grammar. When the teacher points out that one student is sitting on the backside, the students say, "you." Beside that, when the teacher says they point out themselves, the students say, "I." In addition, if the teacher moves their body, the students say "we" and so on.

It means that body language gives students a chance to know when they have to talk or keep silent. According Gregersen (2005) that body language will have an impact on students to engage in classroom interactions, since body language helps students interpret what the teacher means and what the teacher's purpose is.

The topic is the last strategy, teachers need to consider some topics that are of interest to them, since most students have the same subjects of interest as those of the same age. An interesting topic that is relevant in their form will make them actively and purposefully follow certain activities. It will make them part of the classroom interaction.

Based on the explanation above, the researcher concludes that there will be a classroom interaction if the teacher asks the students to

speak. In addition, the teacher needs to use some of the strategies to get students to talk in order to interact with the classroom from both the teacher and the student, And the student's response may be in the form of speech or body language.

C. The roles of teacher interaction in classroom

1. Teacher

The role of teacher interaction is one of important part in classroom interaction. The meaning of roles of the teacher interaction is how the teacher explains about the material with briefly to make student understand and also gives examples about material when teaching learning process. The role of teacher interaction is one of important part in classroom interaction. The meaning of roles of the teacher interaction is how the teacher explains about the material with briefly to make student understand and also gives examples about material when teaching learning process.

As a classroom facilitator, this means that the teacher gives an activity that helps the student learn. Teachers go to class, teach students, provide homework, and do some day-to-day routine work and finish. Teaching and learning are being modified as a result of innovations in education. Rather than helping students learn or helping students learn, the concept is quite fascinating and gentle. On the basis

of S It's Archana & K. Usha Rani (2017)There are six key concepts of teaching in the classroom as follows:

a. Teacher as a Learner

The task of the teacher is to convince the student that education meets the needs and learning needs of the classroom. The Teacher must think from the perspective of the learners before she plans to interact with the students. This means that when a teacher plans a teaching perspective, students can receive information without hesitation.

b. Teacher as a Facilitator

It is very important that students feel that their teachers are concerned about them and should therefore become the best facilitator for students in all aspects. As a facilitator, the teacher must direct and encourage students to learn for themselves as a self-explorer. Teachers should develop the best learning environment that reflects the life of students in social, intellectual and linguistic situations. It means that a teacher should provide a strong foundation for their personal growth as a facilitator.

c. Teacher as an Assessor

As a teacher, assessment is one of the most important tools to extract students' knowledge by providing continuous feedback. Teacher's role is not limited to teaching a lesson. Assessing is an effective tool to make students learn perfectly. Before assessing a

student, the teacher must first assess his or her own conclusions as to the extent to which the student will benefit from their correct assessment. These assessments may be carried out by means of verbal feedback, by conducting quizzes, by performing certain tasks, etc. This means that the assessment makes the teacher plan her future teaching techniques and guide them to master their language.

d. Teacher as a Manager

Teacher's role as a manger is a very important and imperative role in the management of a class. The Teacher must plan well in advance on the handling of classes within the specified timeframe, covering academics as well as interpersonal skills with different teaching techniques, which is clearly a path to practical approach. An experienced teacher can manage the timing according to his own experience. This means that perfect classroom management by a teacher will lead to the success of teaching-learning methods.

e. Teacher as an Evaluator

Evaluation is a subjective process academic related. Teacher must be an effective evaluator while evaluating the student. True and fair evaluation should be carried out by a teacher in order to do justice to the career of a student. The student has a wide range of learning through the mistakes he has made. This means that the

evaluator of a student should also focus on areas of competence rather than on weaknesses, and that positive expectations should be met by each student.

2. English Teacher

Teacher plays a variety of roles in English Language Teaching (ELT). Several of the roles that a teacher plays when dealing with students are as follows-learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes the ideal guide for molding their future Archana &Rani (2016, p. 7). It means that a teacher is going to be a good guide for students. English teachers are primary teachers of language skills: writing, listening, speaking and writing.

D. The roles of students interaction in classroom

Participation as a student has a major impact on learning. Students are expected to be present on time and to participate actively in the absorption, search and application of skills and knowledge shared in classrooms or other learning activities. A favorable classroom environment involved two-way interaction between students and teachers. According to Wade (1994), most students can benefit from the benefits of sharing ideas with others and learn more if they are actively involved in class discussions.

How students focus on finding and receive information is usually reflected in their classroom behaviors. Student behaviors in the classroom can range from passive to active participation. They may just sit down quietly, take notes, listen, do something else, or ask questions, give opinions, or answer questions Mohd Yusof et al (2011) Hussein (2010) Bas (2010). Liu (2001) developed four types of student behavior in the classroom as follows:

1. **Full integration**

   In full integration, students actively engage in class discussions, understand what they want to say and what they should not say. Student participation in the class is usually spontaneous and occurs naturally. This means that students are active in giving feedback in the classroom.

2. **Participation in the circumstances**

   Participation occurs when students are impacted by factors such as socio-cultural, cognitive, emotional, linguistic or environmental factors, which often lead to student participation and interaction with other students and instructors becoming less and speaking only at the appropriate time. This means that many of the factors supporting children's participation in the classroom.

3. **Marginal interaction**

   In marginal interaction, students are more likely to act as listeners and less likely to speak out in the classroom. Unlike students who

actively participate in classroom discussions, this category preferred students to listen and take notes rather than participate in classroom discussions.

4. **Silence observation**

Finally, in the case of silent observation, students tend to avoid oral participation in the classroom. They seem to receive materials delivered in the classroom by taking notes using a variety of strategies, such as tape recording or writing.

Based on explanation above, in order to be an active student in the classroom, students must actively engage in the role of information seekers. Acts of asking questions, giving opinions or simply answering questions raised by the instructor or fellow students are examples of an active type of participation in the classroom. Davis (2009) said, the student's enthusiasm and willingness to participate in the classroom through these verbal commitments will create a favorable classroom environment.

E. Definition of Teaching

Teaching is the process of interaction and communication between the teacher and the student. According to Edmund J Amidon (1970), teaching is an interactive process, primarily involving classroom conversations that take place between the teacher and the student and occur during certain

definable activities. Teachers are expected to create good communication and interactions with students through teaching activities in the classroom.

In Teaching process a teacher create a plan, in order to form a reciprocal relationship between teacher and students. So not only teachers interact, students also participate in the interaction process. According to Allwright and Bailey (1991, p. 25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It means that good plan creates good interaction in classroom and plays very important role in teaching process.

Based on explanation above researcher conclude teaching is the process of interacting with students and has been well planned by the teacher before entering the classroom. Then the students can decompose the teaching learning process and derive meaning from that.

1. **Teaching English For Tourism**

   English for tourism is considered as one of the most attractive subjects, as many people will be tourists at least once in their lifetime. In addition, learning English for tourism purposes is crucial for those working in the Guest Relations section, such as hotels, travel agencies, restaurants, information centers and tourist attractions. In the industrial sector, English has recently become a key subject, and hospitality training programs help employees to develop English skills to fulfill their job responsibilities Hsu (2010) Chen, Chiu, & Lin, (2011) Kuppan (2008).

According to Buhler (1990), tourism English is comparable to other languages and can be examined for key features such as functions, structures and tenses. In fact, tourism English is a structured language and follows specific rules of grammar. Dann (2001) states that the vocabulary used for tourism in English is special and conveys messages through a conventional system of symbols and codes.

For example, the language used to check in at the hotel, provide information on hotel facilities, meal times, provide directions, request and provide tourist information, and other communicative activities that may take place in any hospitality setting. In his introduction, Strutt (2003) defines his textbook (English for International Tourism) as not requiring specialized knowledge 'it is not of a technical or over-specialized nature.' In fact, ESP textbooks are very similar to any general English textbook. Grammar in these books, for example, is used as a means of structure. However, all examples are used in tourism, medicine or business contexts, distinguishing them from the usual ELT textbook Brieger & Sweeney (1994).

On the basis of the above definition, it can be argued that English for Tourism is a science or subject that studies English specifically for the tourism sector, such as hotel check-in, hotel information, meal times, directions, request and provide tourist information, and other communicative activities that may take place in any hospitality setting.

F. New normal era

Pandemic Corona viruses in Indonesia is now entering a new chapter. Since it was announced by the Indonesian Government, that to stimulate the Indonesian economy, based on the president's decision to keep the attention of the WHO, Indonesia has begun to implement the new normal era.

According to Roger McNamee the term of 'New Normal' means the willingness of many people to follow the new rules over a long period of time because of various considerations which will be important to do things that are truly resolved in the tyranny of urgency Labarre (2003). In general, it is undeniable that this normal includes significant changes in people's rules and lifestyles over a long period of time for very basic reasons. New normal is the choice of many countries as they need to prepare their people adopt a new way of life in a side by side with the covid 19 viruses.

New normal is a new order, habit and behavior based on adaptation to cultivate the behavior of clean and healthy living was then called as new normal Kementrian Kesehatan Republik Indonesia (2020). As for the new habits and behaviors were ways that were done with routine such as washing hands soap, wear masks when out home, keep a safe distance and avoid the crowd. With this new habit was expected to be a collective

consciousness to be able to run well in order to reduce the number of people affected by this virus.

In the current state of the world is not good with the continued spread of Corona viruses the government makes several decisions in this regard regarding how the learning will be carried out. The government decides the former if possible, the school will implement face to face learning but if the situation gets more complicated the government decides to do distance learning.

1. **Online Learning (E-learning)**

   Online learning was first recognized for its influence from the development of electronic-based learning (e-learning) introduced by the University of Illinois through the system computer-based learning (Hardiiyanto). Online learning is a system that can facilitate student learning wider, more numerous, and varied. Through the facilities that provided by the system, students can learn when and anywhere without being limited by distance, space and time. Material learning that is learned is more varied, not only in verbal form, but more varied such as visual, audio, and motion. Cepi Riyana (2018 p, 15)

   Distance learning requires a medium that can distribute knowledge and as a forum for the process of teaching and learning activities. Media containers used in distance learning currently use the internet and a website as a forum for online learning. Online learning can be interpreted as a computer network that is interconnected with other

computer networks throughout the world Kaito (1998). Munir also said the same thing in his book distance learning based on technology and communication (2009 p, 96). Online distance learning applies a web-based online learning system. The online distance learning model begins with good planning, then the way the learning material is delivered (delivery content) to the learner refers to the design. The online learning system is also different from the conventional learning system. Online-based learning requires adequate infrastructure and supporting technology such as computers, satellites, television, and internet networks.

Online learning (also known as electronic learning or e-learning) is the result of the teaching delivered electronically using computer based media. The material is often accessed via a network, including websites web, internet, intranet, CD, and DVD. E-learning is not only access information (for example, placing a web page), but also assisting learners with specific outcomes (eg achieving goals). In addition to delivering teaching, e-learning can monitor student performance and report student progress Smaldino (2011 p, 235).

It is also in line with Rusman's opinion (2012: 56) that E learning means learning by using assistance services electronic device. So in the implementation of e-learning using a computer or other electronic device. In addition, according to Rosenberg's definition, e-learning is

one of the one use of internet technology in the delivery of learning in a broad range based on three criteria, namely:

a. E-learning is a network with the ability to update, store, distribute and share teaching materials or information.
b. Delivery to the last user via computer using standard internet technology.
c. Focuses on the broadest view of learning behind the traditional learning paradigm.

E-learning, of course, has the following characteristics: its development as an identity of e-learning as a electronic-based learning Learning. According to Munir (2009 p, 170) characteristics of e-learning include:

a. Utilizing electronic technology services so that you can obtain information and communicate with easy and fast, both between teachers and students or learner by learner.
b. Utilizing computer media, such as computer networks (computer network or digital media).
c. Using learning materials to be studied directly independent (self-material).
d. Learning materials can be stored in the computer, so that it can be accessed by teachers and learners, or anyone is not limited by time and place at any time and anywhere as needed.

e. Utilizing computers for the learning process and also to find out the results of learning progress, or education administration, as well as to obtain information many from various sources of information

There are also those who interpret e-learning as a form of distance education through the internet. E learning is a form of conventional learning that poured in digital format via internet technology. Therefore, e-learning can be used in distance education systems distance and also the conventional education system Zainal Aqib (2013 p, 59). There are several important things as activity requirements online learning, namely:

a. Learning activities are carried out through the use of networks (Internet).
b. The availability of tutor service support (consultation) that can help students learn when they have difficulties.
c. The availability of institutions that organize/manage e-learning activities.
d. The availability of learning service support that can be utilized by student (student).
e. Positive attitude of students and lecturers towards technology computer and internet.
f. Learning system design that can be learned/knowable by student

g. Evaluation system for learning progress or development students.

h. Feedback mechanism developed by the institution organizer/manager Nur Hadi (2016).

In conducting distance learning, learning media are needed in the form of applications and social media. Below are some applications and social media that are used as online learning media:

a. WhatsApp Messenger

Messenger is a cross smartphone messaging application a platform or software that can be used in several different operating systems, making it possible to exchange messages cheaper with internet data packages than using a tariff system from short message service pulses or regular cellular phone short messages. WhatsApp Messenger allows users to have interactive telephone and text conversations to share text data files, photos and videos. The WhatsApp type of social media uses the same internet data package used for electronic mail and surfing the internet. The WhatsApp messaging app is available for iPhone, BlackBerry, Windows Phone, Android, and Nokia smartphones.

How to use this device, just install WhatsApp and verify the phone number on the new device to continue using WhatsApp. Note that WhatsApp can only be activated with one phone

number on one device at a time. And currently there is no option to send user chat history between platforms. However, WhatsApp provides the option to send a user's chat history attached to an email. WhatsApp really spoils its users by launching the WhatsApp Web application on January 22, 2015. This application facilitates WhatsApp for computer-based or personal computer users. Like mobile phone-based WhatsApp, this feature requires an internet connection as a way to convey information.

The advantages of the whats app application are:

a. Not only text : WhatsApp has feature to send image, video, sound and GPS location via GPS hardware or gps. The media can be directly displayed and not in the form of links.
b. Integrated into the system: WhatsApp is like SMS, no need open the app to receive a message. Message notification enter when the cellular phone is inactive or off will remain delivered if the cellular phone is active or on.
c. Message Status: Red hour for loading process on mobile phone we. Check mark if the message is sent to the network. Check mark double if the message has been sent to a chat friend. Red cross if message failed.

d. Broadcast and Group chat : Broadcast to send message to many user. Group chat to send messages to fellow members community.

e. Saving Bandwidth: Because it is integrated with the system, it does not need to login or login and load contact, so that more efficient data transactions. The application can be turned off and only active if there is an incoming message, so it can save battery power cellphone.

The disadvantages of the whats app application include:

as follows:

a. The use of the whats app application only requires using one mobile number.

b. In making video calls whats app is only capable of reach a maximum of eleven people in one call.

c. In the application whats app video sending can only that short duration. Miladiyah (2017 p, 32).

b. Youtube.

YouTube is a popular video sharing website where users can upload, watch and share video clips for free. Founded in February 2005 by 3 former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim. Generally the videos on YouTube are video clips of movies, TV, and videos made by the users themselves. (Tjanatjantia. Widika, 2013) One of the

services from Google, it facilitates its users to upload videos and can be accessed by other users from all over the world for free.

The advantages of the YouTube application are as follows: There is no time limit for uploading videos. This is what distinguishes YouTube from several other applications that have a minimum duration of time, such as Instagram, Snapchat, and so on.

a) an accurate security system, where YouTube limits its security by not allowing videos that contain SARA, which are illegal, and will provide confirmation questions before uploading videos.
b) Paid. According to Theoldman in Faiqah, Nadjib, & Amir (2016 p, 261) YouTube provides an offer for anyone who uploads their video and gets a minimum of 1000 viewers, they will be given an honorarium.
c) Offline system; YouTube has a new feature for users to watch videos offline. This system makes it easy for users to watch videos when offline, but before that the videos must be downloaded first.
d) A simple editor is available. In the initial menu for uploading videos, users will be offered to edit the video first. The menus offered are cropping videos, sorting

colors, or adding video switching effects Yolanda (2018 p, 5).

The disadvantages of the YouTube application are as follows:

a) If you want to get subscribed, users are required to have cool content.
b) Using youtube can take a long time.
c) The target to moneytaze the account is quite high.

c. Zoom

Zoom is an application that can be used to make video calls with a large number of participants. Zoom is usually used in seminars, meetings, and other activities that bring quite a lot of participants. How to use this application is to simply download the zoom application then login, login can use a facebook account or use the user's gmail address. In addition, if you want to join a meeting without logging in, just enter the meeting address and the shared meeting password.

The advantages of using the zoom application are as follows:

a) Easy to use.
b) Can be attended by many meeting participants.
c) The features in the application are easy to understand

The disadvantages of using the zoom application are as follows:

a) Tendency of user face mapping theft
b) Zoom Bombing Host or third parties can monitor user activities during video conferencing.
c) Data theft via LinkediN The Zoom application is accused of matching users' LinkedIn profiles.
d) The Zoom Username and Password Theft System via the chat feature during live Zoom allows participants to obtain a TXT file with a transcript of chat messages in the meeting.
e) Mac OS device detects as Malware Zoom installation with Mac OS operating system has an incompatibility, namely the Zoom application is considered as malware on the Mac operating system. Control center by Host Long the Bane feature has several features including attention tracking of Asfar participants (2020 p, 6)

G. Flander Interaction Analysis Categories System (FIACS) Technique

Flanders Interaction Analysis is developed by Flanders (1970) such a technique is one of the most important techniques for systematically observing classroom interactions. The Flanders Interaction Analysis Category System (FIACS) records what teachers and students say during the teaching and learning process. In addition, the technique allows teachers to see exactly what kind of verbal interaction they are using what kind of response students are giving.

FIA sets out ten categories for classifying verbal interaction in the classroom, including three groups, namely, teacher, student conversation, and silence or confusion. This means that Flanders' Interaction Analysis helps the researcher to identify classroom interactions during the teaching and learning process by classifying interactions into teacher talk, student talk, and silence.

1. Observation Tally Sheet Based on Flanders

Table 1.2 Observation Tally Sheet Based on Flanders :

No	**Flanders interaction analysis (FIA)**
Teacher talk	
A	**Indirect**
1.	**Accept feeling**
	• This category tells about teacher accept the feeling from the student. It can be positive or negative feelings
2.	**Praises and encourages**
	• Teacher gives praises and encourages to student such as, good, amazing, excellent, great to student action or behavior
3.	**Accept or use idea from students**
	• It is just like 1st category. But in this category, the students

	ideas are accepted only and not his feelings. • If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. • The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.
4.	**Asking question**
	• Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. • Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B	**Direct talk**
5.	**Lecturing**
	• Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	**Giving direction**

	• The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: -please open page 14-15 -I'll give you fifteen minutes to fill the blank
7.	**Criticizing or Justifying Authority**
	• When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. • Teachers ask 'what' and 'why' to the students also come under this category. • Statements intended to change student behavior from unexpected to acceptable pattern • Bawling someone out • Stating why the teacher is doing what he is doing
8	**Student Talk Response**
	• It includes the students talk in response to teacher's talk • Teacher asks question, student gives answer to the question.
9	**Student Talk Initiation**
	• Talk by students that they initiate. • Expressing own ideas; initiating a new topic; freedom to de opinions and a line of thought like asking thoughtful ques

	going beyond the existing structure. T
10	**Silence Or Confusion**
	• Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

In addition, the objectives of this research, using the observation tally sheet is to know each teacher and student speak at a certain time in order to calculate how the teacher and the student speak in the classroom. The researcher will decide which of the best categories of lecturers and students to talk is comunication.

2. Strengths of FIA Technique

Analysis classroom interaction by using Flander technique has some strength in the teaching and learning process. According to Evans (1970), there are two strengths to use Flanders. First, it gives an objective method of distinguishing between verbal and characteristic teacher interaction, since it represents an effort to count verbal teacher interaction. Last, it explains the process of teaching and learning.

The FIA technique involves interaction between the teacher and the student. Therefore, through FIA, the researcher will know the number of verbal interactions in the classroom. This means that

when the teacher knows how much they spend their time talking in the classroom, they will understand their quality in making the students active in the classroom. In order for students to participate in classroom interactions, the teacher needs to create and design materials that make classroom interactions dominant, as students-centered are in fact required in Communicative Language Teaching. Last but not least, the FIA technique improves the ability to discuss, talk and argue in children through ten categories of Flanders.

Based on explanation above, the researcher concludes that there are some advantages for teachers by counting classroom interactions using the FIA technique. Teachers will improve their teaching behavior, including making more use of praise, clarifying what the students say, asking questions, giving direction, etc. in the classroom.

H. Previous Related Studies

Table 2.2 Previous Related Studies

No	Name	Title	Result
1	Nugroho (2009)	Intraction in English as a Freign Language classroom (a case of two state senior high school in Semarang in the Academic year 2009/2010)	The findings from this study show that 1) English teaching and learning process in both senior high schools were teacher centered. 2) The general characteristics of classroom interaction encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence. 3)Characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

2	Nurmasitah (2010)	A study of classroom interaction characteristics in a geography class conducted in English : the case at year ten of an immersion class in SMA N 2 Semarang	The findings show that the most dominant characteristic in immersion classroom interaction was the content cross (that most of the teaching-learning time was devoted to questions and lectures by 5 the teacher), 1) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time that showed that the students were active enough in the classroom interaction, and 2) The teaching efficiency elements used in the classroom were in the form of academic learning time, reinforcement, guidance and feedback, cooperative learning, classroom atmosphere, higher-level questions, advanced organizers, direct instruction, indirect

			teaching, and democratic classroom.
3	Febby Garetsta Putri (2014)	An analysis of classroom interaction by using Flander interaction analysis category system (Fiacs) technique at SMPN 13 of Bengkulu city in the academic year 2013/2014	The findings of this research was that for Teacher A at VIIC, the teacher talked (66.15%) and the students talked (33.10 percent). In addition, for teacher B, teacher talk (70.39 per cent) and students talk (28.41 percent). It had shown that the teacher talk was the most dominant interaction in the classroom during the observation. In addition, both Teacher A and Teacher B, the content cross was the most dominant feature of the observation As a result, the researcher concluded that students were not sufficiently active in the classroom interaction.

The previous studies explain that the analysis of interaction in the classroom was almost similar to this research. In the previous study, however, focus on the teaching question and the effect of the teacher

question on the student learning process, this research focuses more on the interaction that exists in the teaching and learning process by the second grade students of the SMKN 7 Bengkulu city.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of five parts There are research design, The subject of the research, instrument of the research, triangulation, technique of collecting data, and technique of analyzing data.

A. Research Design

The research use descriptive qualitative method. Qualitative research is research in which the researcher is placed as a key instrument, data collection techniques are carried out by combining and inductive data analysis Sugiono (2010, p. 9). According to Poerwandari (2005), qualitative research produces and processes descriptive data, such as transcription of interviews and observations. Kirk and Miller (in Moloeng) define qualitative research as a way to make direct observations on individuals and relate to these people to obtain the data they dig Moleong J.L (2002, p. 3).

The rationale for used this method is because this research wants to know about existing phenomena and in natural conditions, not under controlled, metabolic or experimental conditions. In addition, because the researcher need to go directly to the field with the object of research so that this type of descriptive qualitative research is more appropriate to use.

In accordance with the problems that are the focus of this study, namely a descriptive description of the interactions that occur in the classroom between teachers and students in the English For Tours class in the New Normal era in class XI, travel and tourism business major of SMK N 7 Bengkulu city.

B. The Subject of the Research

Subjects in this study are teacher and students of class XI travel and tourism business major, especially in the English for Tourism class at SMK N 7 Bengkulu City. The researcher decided to conducted research at this school because the researcher had done pre-observations and the researcher found that there were only two vocational schools in the city of Bengkulu that has a major in Travel and Tourism Business and studies the English for Toursm class. The location is on Jl. Kuala Lempuing No.10, Lempuing, Kec. Ratu Agung, Bengkulu City, Bengkulu. The researcher conducted research with 21 students in one class and one teacher who had teach for more than 2 years.

The researcher decided to chosen this class because it is only the class in the travel and tourism business major that studies the English for Tourism class. Meanwhile, class XI chosen because class X has not mastered the material because class X only introduced material. The researcher chosen teachers who have taught for 2 years in this study because in teaching, because the teacher has understood the conditions of the class so that it is easy to build student active in the classroom.

C. Instruments of the Research

1. Interview

The interview is one of the techniques used to collect research data. In simple terms, it can be said that interview is an event or a process of interaction between interviewer and the source of information or the person being interviewed interviewee through direct communication Yusuf (2014). In conducted interview, the researcher was used open-ended interviews in which questions are design to get a lot of information such as essay questions on exams. This gives the interviewee more control over the answers to the interview.

In this interview, the researcher was given questions to the English teacher and some students who are the sample in this research. English teacher and some students will answer questions given by the researcher base on their own opinions and experiences. In conducted the interview, the researcher was asked ten questions to the sample or respondent related to the interactions between the English teacher and students in the classroom. During the interview the researcher was recorded all conversations.

Table 3.3 Interview guidelines

For Teacher	
No	Topic
1	Teacher understanding about classroom interaction.
2	Teacher's experience in interaction with students in classroom, interaction between teacher and students and between teacher and group of students.
3	Teacher's role in classroom
For students	
No	Topic
1	Student's understanding about English classroom interaction.
2	Student's experience in interaction with teacher in the classroom. Interaction between student and English teacher, interaction between group of students and English teacher.
3	Student's role in classroom

2. Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, websites, magazines, inscriptions, minutes, agendas and so on that have something to do with the topic under study Arikunto (1993, p. 202). The documentation in

this research are photos and recording take during the observation and interview.

3. Observation Checklist

In this research, the researcher used one instrument that included observation checklist. The table observation checklist based on Flander (1970) theory about interaction in the classroom. Can see at appendix

D. Triangulation

Triangulation according to Sugiyono (2011) is defined as a technique that combines various data collection techniques and existing data sources. Researchers do triangulation of course there is a certain purpose to be done. In addition to collecting data to be used in research, researchers also test the credibility of data through various data collection techniques and various data sources. The used of triangulation is to track dissimilarities between data obtained from one informant (the informant) and other informants. Therefore, we need a technique that can unify the differences in data so that accurate and precise conclusions can be drawn. The use of triangulation techniques includes three things, namely method triangulation, data source triangulation, and theoretical triangulation. In this research, the triangulation use are:

a. Source triangulation

Namely by comparing what the subjects answered in the interview and observation checklist with what the informants said with the intention

that the data obtain could be trusted because it is not only obtain from one data source, namely the research subject, but also the data are obtain from several sources, namely, class teachers, homeroom teachers, counseling teachers and students,

b. Methods triangulation

Namely by comparing the data from interview and observations checklist with the data from the respondents' interviews with the contents of a relate document.

E. Technique of Collecting Data

In this research, there are some steps that are apply with the purpose of getting the data from the begining until the end of the teaching and learning process. As a result, the researcher conducted the interview, documentation and observation checklist to get the data for this research. In the process of collecting data in this research, the researcher used procedures to obtain data as below:

1. The researcher join to whats-app group which is used as a learning media at SMKN 7 Bengkulu city.
2. The researcher record the teaching and learning activity in English Tourism Class at SMKN 7 Bengkulu city of the second grade students in academic year 2021.
3. The researchers conducted interview when students practical activities at school.

4. The researcher identify interaction exist between teacher- students in classroom based on the interviews, record and observation checklist.

F. Technique of Analysis the Data

The researcher need to get the qualitative description of types teacher and students talks, the percentage of it was calculated by used the following purposed by Sudijono (2011) as Cited in Hikmah (2019, p. 40).

$$P = F/N \times 100\%$$

Where : P= Percentage of item

F= Frequency of utterances for each category

N= Total Number Of Utterances

Then, the research needs a systematic procedures in analysiss the data in order that the result can be organized systematically. In this research used the steps as propose by Burhan Bungin (2003, p. 70), namely as follows:

1. Data Collection

   Data collection is an integral part of data analysis activities. Data collection activities in this research are to use interview, observation checklists and documentation.

2. Data Reduction

   Data reduction, define as the selection process, focuses on simplifying and transforming raw data arising from written records in

the field. Reduction is carry out since data collection begins by summarizing, coding, searching for themes, creating clusters, writing memos and so on with the intention of setting aside irrelevant data / information.

3. Display Data

Display data is a description of a set of structure information that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is present in the form of narrative text. The presentation can also be in the form of matrices, diagrams, tables and charts.

4. Conclusion Drawing and Verification

Conclusion Drawing and Verification is the final activity of data analysis. Drawing conclusions in the form of interpretation activities, namely finding the meaning of the data that has been presented. Between data display and drawing conclusions there are existing data analysis activities. In this sense qualitative data analysis is a continuous, iterative and continuous effort. The problem of data reduction, data presentation and drawing conclusions / verification becomes an illustration of success sequentially as a series of related analysis activities.

Furthermore, the data that has been analyzed, explain and interpret in the form of words to describe the facts in the field, meaning or to answer research questions, which are then taken the gist. Base on the

information above, each stage in the process is carried out to obtain the validity of the data by examining all available data from various sources that have been obtained from the field and personal documents, official documents, pictures, photos and so on through the interview method supported by documentation study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the results and discussion of this research. In here the researcher presents the data that had been analyzed and interview in detail about classroom interaction between English teacher and students in English for tourism Class at SMKN 7 Bengkulu city based on Flander theory. The data was gotten form the observation and interview are : first observation was gotten after held a classroom observation at XI Travel Business majors made on August 06th 2021. The second observation was made on August 13th 2021. The third observation was made on August 20th 2021. The interview data was gotten after held four times to four subject to validate the data, as subjects they were three students and English teacher.

A. FINDING

This chapter presents the results and discussion of this research. In here the researcher presents the data that had been analyzed and interview in detail about classroom interaction between English teacher and students in English for tourism Class at SMKN 7 Bengkulu city based on Flander theory. The data was gotten form the observation and interview. This research recorded three meeting of classroom interaction conducting Flanders Analysis.

1. The interaction between English teacher and students

In conducting this research, the researcher conducted an online classroom analysis, because at the time of the study, restrictions on community activities (PPKM) were implemented in the Bengkulu province. So that many activities that cause crowds are dismissed, including student teaching and learning activities. In learning activities at SMKN 7 Bengkulu city, teachers and students use the whats-app application as a learning medium when learning online. In conducting research to analyze learning activities researchers joined in whats-app group. In analyzing learning, the researcher followed the process of learning activities from the start of class hours to the end of English learning.

In learning activities, teacher and students used written messages and voice notes to build interaction during learning. During the learning process the researcher analyzed how the teacher and students created classroom interaction. During the learning process at the beginning of the lesson, the teacher greeted the students and asked their feelings. This asked feeling activity was carried out by the English teacher to build students' learning motivation and to increase students' self-confidence in learning. Here the English teacher is aware of the importance of carrying out the concepts of teaching in the classroom, namely as a facilitator for students.

After the teacher and students greeted each other and asked each other their feelings, then the teacher gave learning materials to students. Next, the teacher asks students' knowledge of the material they are studying before being explained by the teacher. After students give their opinions, the teacher explains in detail about the material they are learning.

When students respond to questions given by the teacher or students give opinions about the material studied in learning activities, the English teacher acts as an evaluator who justifies if students' answers or opinions are not right. So it can be said that the English teacher applies one of the concepts of teaching in the classroom On the basis of S It's Archana & K. Usha Rani (2017), namely Teacher as an Evaluator.

During the learning process, the English teacher manages time and uses it very well. Starting lesson hours must also be in accordance with the learning schedule and during online learning activities the teacher gives a tolerance of 30 minutes to wait for students who have not participated in learning considering online learning. Here also the English teacher acts as a manager to manage the class.

In the English learning process, the teacher does not only carry out his role as a teacher, but here the teacher carries out his role as an assessor, where the teacher in every lesson the teacher always

gives quizzes, and gives assignments to students to add value. The English teacher is also very concerned about students who are not actively collecting assignments, so the English teacher warns students who have not submitted assignments and have never answered quizzes by displaying the English teacher's assessment sheet to students in the WhatsApp group.

While the researcher analyzed the interaction of teachers and students in learning activities, the researchers found that the English teacher applied four concepts of teaching in the classroom On the basis of S It's Archana & K. Usha Rani (2017), namely teacher as a Facilitator, teacher as an evaluator, teacher as a manager and teacher as an assessor. In the learning process, the researcher also found that there were many teacher activities asking students to ask questions to make students more active in online learning activities. Meanwhile, the higher utterance by the students is students response specific to the teacher. This can be seen from the data obtained from the observation checklist as follows:

a. Data from observation checklist

In conducting observations to obtain data in this study, researchers used Flanders Interaction Analysis theory as a reference in analyzing classroom interaction during online learning. These included on teacher talks are : (1) Accept feeling, (2) praises and encourage, (3) asks question, (4) accept

or use idea of students, (5) Lecturing, (6) giving direction, (7) Criticizing. Students talks include (8) Student talk response, (9) Student talk initiation. Silence or confusion include (10) Pauses, (11) short periods of silence, (12) period of confusion in which communication cannot be understood by students.

1. Asking Question

Asking question is the third category in Flanders Interaction Analysis, therefore in the three times observation, the researcher found that there were a lot of asking questions by English teachers in the learning process. This asking question is done by the English teacher to stimulate students to interact actively in learning activities and to find out how much students understand about the learning material. Even though to got information and opinion from students.

Extract 1

T: Apa yang dimaksud dengan Offer and suggestion ?
[What are offers and suggestions]
S: offer adalah untuk memberi tahu seseorang bahwa kamu akan memberi mereka jika mereka menginginkannya, suggestion biasanya diungkapkan ketika kita memberi saran kepada orang lain.
[offer is to tell someone that you will give them if they want it, suggestion is usually expressed when we give advice to others]

In this extract, the teacher is asked about the students' understanding of the material they are going to learn, namely offer and suggestion so that students talk response about the questions given by the English teacher and the students' answers are almost perfect.

2. Giving direction

Giving direction category is a direction, request or order from the teacher that is conveyed to students and students are expected to obey what the teacher says. In Flander theory giving direction is the sixth category. In the observation process, classroom interaction giving direction was used several times by the English teacher during the learning process.

Extract 2

T: Oce yang lain mana.. offer itu penawaran, suggestion itu saran jadi kamu buat contohnya ya.
[which others.. an offer is an offer, a suggestion is a suggestion, so you make an example, okay?]
S: Yes mam

Extract 2, shows that the English teacher gives directions to students to make examples of learning materials.

3. Students talk response

Students talk response is the eighth category in Flanders Interaction Analysis, this category is the second category that often occurs in the online learning process where students only respond to questions or statements from the English teacher.

Extract 3

T: Oce good, pelease write on your book and give one example of offer and suggestion

S: Yes mam

In this extract students only answer "yes mam" that means students only respond to statements given by the teacher.

4. Silence Or Confusion

Silence or Confusion is a situation when the class is quiet and there is a period of confusion. so that communication cannot be understood by researchers when making observations. This situation of silence or confusion has been found by researchers when observing learning activities. As an example written by the researcher below.

Extract 4

T: *Okey benar yang dikatakan Sarah, sekarang mam Tanya apa yang dimaksud offer and suggestion secara singkat saja, biar kalian cepat paham dan bisa membuatnya kedalam kalimat.*
[Okay, what Sarah said is correct, now mam ask what is meant by offer and suggestion briefly, so that you can understand quickly and can make it into a sentence.]
S: Silent
T: Hallo
S: Silent
T: *okey secara singkat offer itu penawaran, menawarkan sesuatu boleh jasa, boleh makanan, atau apapun yang ingin kalian tawarkan kepada seseorang. Suggestion itu adalah saran misalnya teman kalian sakit saran kalian bagaimana. Okey untuk hari ini silahkan kalian bacakan catatan kemaren apa yang dimaksud offer dan suggestion berserta contohnya kirim via voice note ya*!
[Okay, in short, an offer is an offer, offering something, it can be a service, it can be food, or whatever you want to

offer someone. Suggestion is advice, for example, if your friend is sick, what is your advice. Okay, for today, please read yesterday's note what is meant by offer and suggestion along with an example, send it via voice note]
S: *Offer : Menawarkan, suggestion : saran*
[Offer : Offer, suggestion : suggestion]

According to extract 4 above, it can be seen that there are situations where the English teacher gives questions and students are silent and confused.

5. Lecturing

Lecturing is giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions. In the observation activity, the researcher found that the lecturing category by the English teacher was found in every meeting/in every learning process. In lecturing activities the teacher provides an explanation of the learning topic, asks questions about the material and evaluates students' opinions about the material being taught.

Extract 5

T: Singkatnya offer itu penawaran dan suggestion itu saran ya!
[In short, an offer is an offer and a suggestion is a suggestion]
S: Yes mam

In extract 5, it could be seen that it shows lecturing in which the teacher provides an explanation of the

material being taught and the English teacher provides direction so that students make examples of the material that has been studied.

6. Student Talk Initiation

Categories are Talk by students that they initiate, expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure. Examples of student talk initiation found by researchers during observation of learning activities are as follows:

Extract 6

T: Ingat tugas dulu ya baru isi absen Rona Salsa!
[Remembering the task first, then fill in the absenc, Rona Salsa!]
S: To do points
Ss: To the points ir to do points ? ☺
Ss: Wqwq
S:wkwk
S:ayo feb ditanyo mam tu
[come on Feb, mam asking you]

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

7. Accept feeling

When learning activities begin, the English teacher always uses accept feeling to open a conversation between the teacher and students. This accept feeling category is

used by English teachers to help students understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. An example of a teacher using accept feeling is as follows.

Extract 4

T: Assalamaualaikum.. good morning class, how are you today, I wish you are healthy and happy.
S: Morning mam, Im fine, Hbu ?
[Morning mam,Im fine, how about you?]
T:Assalamulaikum wr wb, good morning class
S:Waalaikumussalam mam
T:How are u today ?
S:Iam fine mam

In extract 4 it could show that the English teacher uses accept feeling to build class interaction during learning.

8. Praises and encourages

Praises and encouraging is the second category in Flanders interaction analysis, this category is a category that includes the teacher gives complementing, praising and encouraging to the students. The teacher as possible makes students feel more confident in answering questions or commands given by the English teacher. So at this point I will show some examples of praises and encourage done by the teacher to the students.

Extract 7

T: Oce hri ni pembhsn tentang Offer n suggestion..ap yg d mksd dg Offer n Suggestion
[Oce today is a discussion about offer and suggestion, what are Offer n Suggestion]
S: Offer adalah untuk memberitahu seseorang bahwa kamu akan memberi mereka sesuatu jika mereka mengingingkannya. Suggesting biasanya diungkapkan ketika kita memberi saran kepada orang lain.
[Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others]
T: Oce benar..coba dirubah ke dalam bahasa Inggris ya.
[Oce is right.. try changing it into English ok]
S: Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others
T: Oce good,please write in your book n give one exmple of offer n suggestion

According to this extract, it shows that the English teacher gives praises to students. Praise is given by the teacher to students who answer the teacher's questions and the praise is given to increase students' self-confidence.

9. Accept or use idea from students

This category is almost the same as the first category in the theory of Flander interaction analysis. but in this category it is explained that it is not only feelings from students that the English teacher receives, but also students' ideas or suggestions are also accepted and used by the teacher when learning takes place. The following shows an example of the accept or use idea from students category.

Extract 10
T: kalian bacakan catatan kalian minggu kemarin tentang offer dan suggestion berserta contonya
[You read your notes last week about offers and suggestions with examples]
S: Japri or grup mam ?
S: Voice note
T:Iya benar Randy kita pakai voice note aja
[That's right, Randy, let's just use voice notes]

10. Criticizing or Justifying Authority

This category is when the English teacher confirms the student's statement or student's answer. It can also inform students of inappropriate student actions. below is an example of Criticizing or Justifying Authority.

Extract 9

S: The absent today,augst 13,21
1.Randi Tri Frantindo
T: Selesai tugas baru absen Randy kirim dulu catatan kamu
[complete your task first randi then absent]

From the extract above, it shows that during the learning process one of the students took an action that was not in accordance with the learning procedure so that the English teacher criticized the student for following the learning procedure that had been set by the teacher.

b. Data from interview

In collecting data through interviews, researchers took data from four samples, namely the English teacher and three students of class IX of Travel Business. First, the researcher interviewed the English teacher when the English teacher had no teaching schedule on September 3rd 2021. Then the researcher continued to interview three students during their study break. The researcher conducted an interview to support the data collection. Based on the research data that was finding by the researcher see at appendix 2.

2. The types of classroom interaction that implemented in IX usaha perjalanan wisata in English for tourism class

In this research, the researcher found only three types of classroom interaction from the seven types of classroom interaction according to Mingzhi (2005) during online learning activities, they are as follows:

a. Teacher speaking to whole class

In this type of classroom interaction, the English teacher is usually implemented when the teacher accepts the feeling at the beginning of the lesson. Furthermore, when the English teacher provides an explanation of the material being taught and evaluates the opinions or answers of students. Then when the English teacher acts as an assessor who gives assignments

or quizzes that he assesses to find out how much students understand about the material that has been delivered.

b. Teacher speaking to individual

In this interaction, the English teacher applies it by asking questions or asking students about the material being studied. The other two examples are when the English teacher checks the assignment given by the teacher to the students and the students have not uploaded the assignment into the WhatsApp group and when the teacher checks the students' attendance and student participation in online learning taking place.

c. Student speaking to the whole class

This interaction occurs when students respond or give opinions to the English teacher and classmates, for example answering questions given by the teacher, asking opinions in class about learning activities, responding to friends' questions. Even though students also joke with their teachers or classmates.

B. DISCUSSION

Based on the results of the data collection obtained from the observation checklist and interviews that have been conducted by researchers. Next, the researcher presents a discussion in this section to explain the results of the research that has been carried out by researchers in class IX of Travel Business in the English for tourism lesson, where this

research is an analysis of classroom interaction. The researcher uses Flanders Interaction Analysis theory as a guide in conducting observations.

When conducting research in three learning activities, the researcher analyzed classroom interactions in online learning. During learning activities, English teachers and students use the Whats-App application to do online learning.

Learning is made in whats-app groups and researchers join also in whats-app groups in conducting research. All learning activities are carried out in whats-app groups from explaining material, absent, discussing and collecting student assignments using only learning media, namely the whats-app application.

The results of this study show all categories in Flanders Interaction Analysis such as deal with feeling, accept feeling, praise and encourage, accept or use ideas from students, asking question, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk. initiation, silence or confusion.

According to the results of the classroom interaction analysis research in this research, this online learning activity was the most part was taken by the teacher it can be say teacher center. English teacher did asking question, giving direction, deal with feeling, lecturing, praises and encourages and so on. The English teacher asks students in the learning activities to build student interaction during the learning activities.

From the results of research conducted by the researcher, English teachers used asking questions to build student interaction in the learning process. This category asking question is the category most often found by researchers, it can be seen that the percentage reaches 47%. This result is in line with the opinion of David (2007) the questions will attract the attention of students. Because it will create a classroom interaction between a teacher and a student, a teacher must have the ability to ask questions.

There are several types of asking questions conducted by English teachers in online learning activities. The first is a referential question type asking question which aims to provoke students to give opinions on learning materials, for example when an English teacher asks about learning materials that have not been explained by the teacher, so that it provokes students to express their opinions.

The second is the type of display question in the learning process, the teacher also uses this type of asking question to build student interaction in the learning process. Tuan and Nhu (2010) said, the display question will enhance student participation in natural conversations as students try to answer questions until the teacher's answers are satisfied. This type of display question is a question that the teacher has previously explained to students about the answer. This display question is used by the teacher to determine students' understanding of the learning materials that have been taught by the teacher.

From asking questions, it is proven that it can make students more active in interacting in learning activities. When the teacher has given asking questions to students during the learning activities, it is effective in getting some students to answer the questions that the English teacher gives. This activity is included in the category of students talk response, this was found several times by the researcher when observing online learning activities in whats-app groups.

From the results of observations of online learning activities, the researcher found that it was not only asking questions that the teacher did to increase student interaction in learning activities. English teachers also apply the giving direction method to build student interaction in the learning process. This category is also often used by English teachers, it can be seen that the percentage is 34%. As stated by Elismawati (2015) students need some direction and facilitation of information on how the should demonstrate the whole ideas they own systematically. Giving direction by the English teacher in the learning process, for example directing students to take notes on the material that the English teacher explained, students are also directed to do voice notes when learning to practice students' pronunciation in using English and English teachers do this because they want to build verbal interaction to students, so that students do not feel bored with the learning delivered.

Furthermore, the categories found by researchers when observing online learning activities in three meetings were students talk response.

The percentage of occurrence of this category is up to 40%. This category explains how students respond to what the English teacher says or asks. In learning activities students tend to be more active in interacting when the teacher gives questions to students. It turned out that the category of asking question, giving direction and accepting feeling was very effective in increasing student activity in interacting during the learning process.

However, this student talk response does not always appear because in conducting observations in three meetings the researchers also found category silence or confusion, in which this situation shows that for some time in the learning process students only silence and do not respond to questions from the English teacher. The percentage of the emergence of this category is also quite a lot, namely 28%.

This silence or confusion situation occurs from several factors, this is known by the researcher after getting data from the interview process to three students, they said that they were only silent during the learning process because the first thing that students mentioned most often was an external disturbance when online learning took place, these problems such as internet network problems and power outages that make the smartphone used runs out of battery. There are also internal problems, such as they are afraid to answer because they are afraid of being wrong and are not confident in their answers, so they only monitor learning activities and listen to the English teacher explain again.In the process of learning activities, the English teacher also applies lecturing to explain learning

materials to students. This category is also often found in the process of observing learning activities, the percentage reaches 22%. In this lecturing category English teacher not only explaining the material, the English teacher also gives questions about the material he explains and the English teacher also evaluates the answers from students. In lecturing activities, the English teacher does not only use communication through writing, the English teacher also conveys lecturing activities in learning by using verbal communication by sending voice notes in the whats-App group. This lecturing activity is carried out by an English teacher to make students understand more about the learning topic.

The next topic in this discussion is student talk initiation. In observing learning activities for three meetings the researchers found several times the category of students talk initiation in learning activities took place. From the results of the calculation and based on the results of the observation checklist this category appears as much as 17%. This activity is an activity when students interact by responding to the English teacher by expressing their ideas, opinions, feelings and so on.

English teachers also used accept feeling to build interaction with students. The English teacher applies this accept feeling category when the process of new learning activities begins. The percentage of occurrence of this category is 13%. This accept feeling activity is intended by the English teacher so that students understand their feelings and attitudes by letting they know that they will not be punished when they are expressing

their emotions. This activity was also effective in attracting students to interact in the process of learning activities taking place.

After students gave answers or expressed their ideas or opinions in learning activities, the researcher found that the English teacher responded by giving praises and encouraging students. This praises and encourage activity is carried out by English teachers to build students' confidence and courage in expressing ideas and opinions. Percentage of occurrence category praises and encourage adalah 7%.

The next discussion is to accept or use ideas from students from the activities of researchers observing three learning meetings, this activity is very rarely done by teachers. This is because students in the learning process in conveying ideas, opinions or answers do not provide suggestions or solutions to the teacher, they only provide answers to questions posed by the English teacher and opinions about the learning material they are studying. The percentage that appears the in this category accept or use ideas from students is 6%.

The last discussion in the observation activity, the researcher found a category criticizing or justifying author which was done by the English teacher to the students. The percentage that appears the least in this last category is 6%. This criticizing or justifying authority is carried out by the English teacher to evaluate learning and this is also done by the English teacher so that students do not lose focus during the learning process.

In the Flanders Interaction Analysis system, according to Flanders theory, there are ten categories which include teacher talk and student talk. There are, accept feeling, praises and encourages, accept or use ideas from students, asking question, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk initiation and silence or confusion.

1. **The classroom interaction between English teacher and students at the scond grade of Travel Business majors SMKN 7 Bengkulu city.**

   The results of the analysis show that the class interaction between English teachers and students in online learning activities during the Enforcement of Community Activity Restrictions (PPKM). This policy was taken by the government to limit community activities, especially to reduce crowds. It is hoped that this policy can reduce the number of transmissions of Covid-19 cases, but the interaction and learning process will continue to run well.

   In class interactions that occur, the English teacher and students apply interactions such as accept feeling, praise and encourage, accept or use ideas from students, asking questions, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk initiation and silence or confusion . However, based on the finding above, the teacher talk mostly asking question, giving

direction, accept feeling, lecturing, praises and encourages, criticizing or justifying authority and accept or use idea from students. Meanwhile, for students talk the most utterances are students are student talk response and student talk initiation.

2. The kinds of classroom interaction that implemented between English teacher and students at the scond grade of Usaha Perjalanan Wisata SMKN 7 Bengkulu city.

In this research, from analyzing three meetings, the researcher found three types of classroom interaction in this class. The first is teacher speaking to whole class, this is implemented by the English teacher at the beginning at class by applying accept feeling, lecturing in delivering learning materials and evaluating learning activities.

The second is teacher speaking to individual interactions when the English teacher checks the assignments given by the teacher to the students and the students have not uploaded the assignment into the WhatsApp group and when the teacher checks the student's attendance and student participation in online learning takes place. The last one is Student speaking to the whole class. This interaction occurs when students respond or give their opinion to the English teacher and their classmates.

CHAPTER V

CONCLUSSION AND RECOMMENDATION

After the researcher conducted an analysis from the data, the researcher in this chapter presented the conclusion and suggestion based on the finding of interaction in the second grade of Travel Business in English for Tourism class in SMKN 7 Bengkulu city in new normal era especially in online learning based on Flanders theory.

A. Conclussion

In classroom interaction learning activities it is very important to build good communication between students and teachers. If there is good communication between students and teachers, it will create a good quality of learning as well. From the analysis results, the researcher concluded the teacher interaction in classroom used (6 categories) 1. Accept feeling 2. Praise and encourage 3. Ask question 4. Lecturing 5. Giving direction 6. Criticizing from seven categories, and the dominant category that used in classroom was ask question. The students categories in classroom used all of the category they were (3 categories) 1. Students talk response 2. Students talk initiative 3. Silence and confusion. And the dominant categories of this was students talk response. From the interaction above, it can be seen that teacher interaction is more common than student interaction, which has only three categories.

From the analysis results, the researcher shows three types of interactions that occur during the learning activities. The first is teacher speaking to the

whole class, the second is teacher speaking to individual and the last is Student speaking to the whole class. From the results of the analysis, it can be concluded that the class interaction that occurs is a teacher center where the teacher interacts more with students in learning activities.

B. Recommendation

From the findings and conclusion, the researcher recommends several suggestions to improve the quality of classroom interaction in the secondary grade of Travel Business at SMKN 7 Bengkulu city in English for Tourism class. They are as follows:

1. The teacher should be able to make learning methods that require students to be more active. For example, the teacher divides students into several groups and gives students assignments in groups and must be presented when learning activities take place and each group member must get a part of the learning material and must present it. Then other group members must ask questions to the group that is presenting. That way it will increase student activity in interacting in class even though they are online learning.
2. Besides that, teachers are also advised to make learning media that do not make students bored during online learning. Such as using more interesting learning media, for example, conveying material through videos, animations and others. So that if students are interested in learning, a better interaction will also be created.

3. Suggestions for students, in carrying out learning should be more focused on the ongoing lesson. Students are also advised to prepare material resources before joining the lesson. So that students if the teacher asks will make it easier to answer questions because they already have knowledge about the learning material.

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Appendix 1

Transcript of Interaction Between English Teacher and Students in First Meeting

On 06th August 2021 (08.30 Am-10.15 Am)

T: Assalamulaikum, good morning class. how are you today.. i wish you are always healthy and happy.

Good morning mam, I am fine Hbu?

S: waalaikumussalam iya mam

S:waalaikumussalam mam morning

S:morning mam

S:good morning too mam

S:Iam very good today mam, and you?

S:iam healthy mam

T: I'm fine too tq y

T: Oke hari ini pembahasan tentang offer and suggestion. Apa yang dimaksud dengan Offer and suggestion ?

S:Offer adalah untuk memberitahu seseorang bahwa kamu akan memberi mereka sesuatu jika mereka mengingingkannya. Suggesting biasanya diungkapkan ketika kita memberi saran kepada orang lain

T:Oce benar..coba dirubah ke dalam bahasa Inggris ya

S:Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others

S:offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need.

S:Suggestions are expressions used to express how to ask and give advice to others

T:Good Sarah !

T:Yang lain ini mana ?

T:Siapa yang belum ikut belajar ni ?

S: I'm here mam

T:Coba buka buku cetaknya ada itu penjelasaan offer and suggestion

T:Cari diinternet juga contohnya biar lebih ngerti

S: S:okey mam

S:siap mam

S:baik mam

T:Silahkan dicari contohnya dalam bahasa Inggris ya

T:Cari perbedaan antara offer and suggestion itu

S:I think you should wear a dress

S:may I help u ?

S: can I help you ?

S: would you like a cup of tea?

S: Offer sentence example: 1) excuse me would you like bread ? 2) Woul you like me to help you ?

S: example suggestion : 1) you walk from the left so no one bumps into you. 2) Eat it now,because the noddles not good when it's cold.

T:Good Sarah !

T:Betul Randy ayo yang lain

T: Good untuk yang sudah berani menjawab. Jadi Offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need. Suggestions are expressions used to express how to ask and give advice to others. Dalam bahasa indonya Offer adalah untuk memberitahu seseorang bahwa kamu akan memberi mereka sesuatu jika mereka mengingingkannya. Sedangkan suggesting biasanya diungkapkan ketika kita memberi saran kepada orang lain. Singkatnya offer itu penawaran dan suggestion itu saran ya

T:Example of offer : would you like a cup of tea ? Atau can I help you ?

T:Apa bisa saya membantu mu ? dan Artinya apa kamu mau segelas teh ?

T:Suggestion contohnya itu… I had a toothache, I think u should go to the dentist. Jadi temennya itu sedang sakit gigi nah teman satu lagi itu menyarankan untu pergi kedokter gigi

T:offer dan suggestion ini pengaplikasiannya dalam pariwisata sering ditemui ketika sedang berwisata. Offer itu contohnya ketika seorang guide bertanya may I help you to show where is toilet.

T:Kalo saran ini biasanya diaplikasikan misalnya ketika seseorang yang mau liburan bertanya kepada teman atau saudaranya dimana tempat wisata yang rekomendit. this summer I'm going on vacation, where do you think is a good tourist spot ? I think u should go to Bali….

T:Jadi disana mam contohkan itu artinya, musim panas ini saya akan liburan dimana tempat wisata yang bagus menurutmu? Dan di jawab dia menyarankan untuk pergi liburan ke Bali.

T:Sebelum kita akhiri pelajaran ini silahkan diulangi contoh dari offer and suggestion tadi?

S:(silent)

T:buat juga contoh offer and suggestion untuk pariwisata ?

S: silent

T:Ayo siapa yang belum paham silahkan bertanya?

T:Dari penjelasan mam tadi ada yang masih belum paham ?

T:Sudah paham randy ?

S: silent

T: jika sudah paham ayo silahkan kalian catat yang dijelaskan mam tadi ya

S: Baik mam

S: aman mam

T:sudah dicatat penjelasannya don't forget to write the example !

S:sekarang catat ko mam ?

S:tahun depan delon wkwk

T:Kalian tau gak contoh offer and suggestion ini yang bersangkutan dengan pariwisata ?

T:tugas hari ini buat juga contoh offer and suggestion untuk pariwisata

S: Silent

T:upload fotonya di grup wa ini ya

T:silahkan diisi absen jika sudah upload catatan digrup ya

S: List their absent

T:Tugasnya sudah Fikri ?sudah absen saja ini

T:baru 13 orang yang lain ayo buat mam tungguu sampai jam 11

T:Andri coba kamu cek dulu sudah atau belum mengupload tugas

S: Siap mam

T:See you next week ya

S: See u mam

S: See u too mam.

Transcript of Interaction Between English Teacher and Students in Second Meeting

On 13th August 2021 (08.30 Am-10.15 Am)

T: Assalamaualaikum .. good morning class, how are you today

S: waalaikumsalam mam, good mam

S:wass mam baik mam

S:iam healthy mam

S:Iam very good today mam, and you?

S: morning mam

T:Alhamdulillah mam sehat Sarah

T:sudah 15 menit ya kita mulai yaa siapa ni yang belum aktif?

T:Morning Hety, baru muncul ni Hety ya

T:Sebelum kita mulai pelajaran mam mauu Tanya tentang pelajaran minggu kemarin?

T:Minggu kemaren siapa aja yang tidak mengupload tugas ?

S: masih ada beberapa mam yang belum ngumpul

T:Febrianto tugas mu itu belum diupload ?

S:on process mam

T:Roja ini kemana tidak pernah muncul?

S: Roja gak masuk minggu kemarin mam

S: Saya enggak ada sinyal kemarin mam

T: Okey Roja lain kali kasih kabar ya!

T:Mam mau Tanya apa yang dimaksud offer and suggestion itu dalam bahasa Inggris?

S:Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others.

S:offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need.

T: Okey benar yang dikatakan temen kalian, sekarang mam Tanya apa yang dimaksud offer and suggestion secara singkat saja, biar kalian cepat paham dan bisa membuatnya kedalam kalimat

S: Silent

T:intinya aja Sar

T: ini masa Sarah aja yang jawab yang lain mana?

S: (silent)

T :hello

T:yang lain ini diam aja kanapa ?

S: Silent

S:Suggestions are expressions used to express how to ask and give advice to others.

T:yang lain mana ayo masa cuma Sarah yang jawab

S: Silent

T:febrianto silahkan didengar penjelasan teman kamu ini

T:kalian cari penjelasannya nanti mam Tanya lagi. Tolong jelaskan secara singkat saja pengertian offer and suggestion !

S: offer: penawaran, suggestion : saran

T:Okey betul yang dijawab adel

T:Hari ini kita melanjutkan materi minggu kemarin ya siapa ni yang bisa membacakan catatan minggu kemarin?

S:voice note aja mam

T:Iya benar Randy kita pakai voice note aja

S:nian mam voice note ?

S:wih iyo salsa voice note

T: Jadi hari ini tugas kalian adalah membacakan catatan mingguu kemarin menggunkan voice note ya

S: japri or grup mam vn nya

S:digrup Roja

S: Two students send their voice note

T:Masa Cuma Adel,Sarah sama Viola aja yang lain mana?

S: silent

T:Randy kamu ayok kirim kan kamu yang ngasih ide!

S: Sebentar mam

T:be confident guys!

T:ayo yang lain kirim voice notenya

S: mengupload voice note

T:Nah siapa ni yang belum kirim voice note ?be confident lah

T:Good pronunciation Sarah

T:sudah kirim itu langsung list absen!

S: sebagian siswa mengirimkan voice note mereka

T:baru 17 ni sisahnya ayo mam tunggu sampai jam 1

S:sebentar mam

S: seorang siswa list absen

T: kirim ke grup pakai voice note, Rona salsa mana voice note nya kenapa absen duluan diisi.

T:Siapa yang belum kumpul tugas ni ?

S: To do points

S:to do points or to the point ? wkwk

S:wih salah keyborb haha

S:wkwk

S: student send their voice note

T:jangan terlalu gugup Hety

T:Ayo yang lain kirim voice notenya jangan malu-malu kita semua belajar

S:ayoo jangan diam aja

S:(silent)

T:Kenapa yang lain Cuma read aja ni ?

T:Hello yang lain ini niat belajar gak ?

T:ayo yang lain kirim voice notenya

S:(silent)

S: iya mam ini lagi record mam

T:carisa langsung absen kalo sudahh itu!

T:iyaa, baru 17 ni sisahnya ayo mam tunggu sampai jam 1

S:udah jumat ya mam

S: Silent

T: oke kelas kita sampai disini dulu untuk minggu ini anak-anak. See you

S: See you mam

S: okey, See you mam

T:Salamat siang anak- anak, siapa yang belum mengumpulkan tugas silahkan!

S: Okey mam

Transcript of Interaction Between English Teacher and Students in Second Meeting

On 20th August 2021 (08.30 Am-10.15 Am)

T:Assalamaualaikum.. good morning class, how are you today, I wish you are healthy and happy.

S: Waalaikumsalam, good morning mam, How about you mam ?

S: Waalaikumussalam mam. Alhamdulillah sehat mam, mam apa kabar?

T:Alhamdulillah mam sehat Sarah

T:Eka sudah sehat ?

S: Alhamdulillah mam

T:Thank you Adel Alhamdulillah I am good

T:Sudah aktif semua ?

S: silent

T:Ada yang izin gak hari ini ?

S: masih ada beberapa yang belum on mam

S: kita kasih waktu 15 menit mam mungkin masih ada yang gangguan sinyalnya

T:Ya sepakatkan kalian dengan pendapat Randy kita toleransi 15 menit teman-teman yang gak aktif

T: Materi minggu kemarin masih melanjutkan offer and suggestion ya ?

S:yes mam benar

S:offer and suggestion mam

T: jadi hari tolong kalian buka buku cetak materinya tentang opinions

T:Ada buku cetak semuakan

T:Siap belajar semuakan ?

S: silent

T:Oke hari ini kita memasuki pembahasan baru ya yaitu opinions, ada yang udah tau apa itu opinions?

T:Sudah dibaca apa belum materi kita hari ini ?

S: Okey mam

S:cari di internet juga gapapa mam?

T:Bagus Adel idenya kita gunakan materinya digoogle sama dibuku

S:b.indo samo inggris mam ?

T: iyaa silahkan jelaskan secara simple aja

S:Giving Opinion adalah suatu ungkapan yang digunakan untuk menyakan ataupun menjawab/ merespon suatu pendapat.

T:yang lain mana ayo masa cuma Sarah yang jawab

S:(silent)

S: pendapat mam

T:Penjelasan singkatnya dalam bahasa inggris siapa yang bisa ?

T:in English juga dong

S:(silent)

S: Opinion dialogueis a dialog consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc

S: an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. opinions are never right or wrong, they are merely a argument of what someone believes.

T: nah bagus anak-anak, Opini itu merupakan sebuah teks atau dialog yang mengandung pendapat tentang suatu

T:Jadi opini ini adalah memberikan pendapat.

T:nah buat juga opini kalian tentang wisata di kota Bengkulu ini

T:Contohnya in my opinion Panjang beach is a very beautiful beach

T:Artinya itu menurut pendapat saya pantai panjang adalah pantai yang sanagt indah.

T: Atau I think Bengkulu is a very beautiful province because it is rich in tourism, such as beaches, hills, rivers and waterfalls.

T:Kalimat diatas itu sudah menunjukan opini yaa

T:Ada yang ingin ditanyakan ?

T:Siapa lagi yang belum paham ?

S:silent

T: silahkan kalian catat dan buat examplenya kira-kira berapa contoh ni ?

T:Yaudah kalo ga ada yang respon berarti setuju sama Adel kalo kita pake 2 contoh ya

T:silahkan yang selesai catat

S: silent

S:in my opinion the beach in Bengkulu city is very long

S:In my opinion Bengkulu is beautiful city

T: write on your book and send in this grup

S: mengisi absen

S: bukannya tugas dulu baru absen ya mam ?

T:Oh iya benar kata Viola upload tugas dulu baru absen, lupa mam

S: mengisi absen

T:selesai tugas baru absen Randy kirim dulu catatan kamu

S: Silent

T:Kalo sudah paham mam izin dulu ya mau vaksin. Kalian silahkan buat catatan tentang opinions!

T:See you next week ya

S: see u mam

S: send their assignments

T:Roja mana tugas catatan tentang offer and sugeestion ?

S: (silent)

Appendix 2

Flanders Interaction Analysis of Techer and Students Talk

NO	INDIRECT INFLUENCE	UTTERANCES	TALLY	F	%

1	Accept feeling	a) T:Assalamulaikum wr wb, good morning class b) T:How are u today ? c) T: Assalamaualaikum .. good morning class, how are you today d) T:Assalamaualaikum.. good morning class, how are you today, I wish you are healthy and happy. e) T:Alhamdulillah mam sehat Sarah f) T:Thank you Adel Alhamdulillah I am good g) T:Hello class ayo siapa yang tahu apa itu offer and suggestion h) T:Morning Hety, baru muncul ni Hety ya i) T:Salamat siang anak- anak, siapa yang belum mengumpulkan tugas silahkan! j) T:See you k) T:Ayo siapa yang belum paham silahkan bertanya l) T:See you next week ya m) T:See you next week ya	IIIII IIIII III	13	13%
2	praises and encourages	a) T:Good Sarah ! b) T:Betul Randy ayo yang lain c) T:Okey betul yang dijawab adel d) T:Oce benar..coba dirubah ke dalam bahasa Inggris ya e) T:Nah benar yang dijelaskan Adel f) T:Ayo yang lain kirim voice notenya jangan malu-malu kita semua belajar g) T:Good pronunciation Sarah	IIIII II	7	7%
3	Asksing question	a) T:Apa yang dimaksud dengan Offer and suggestion ? b) T:Yang lain ini mana ? c) T:Roja ini kemana tidak pernah muncul? d) T:Siapa yang belum ikut belajar ni ? e) T:Mam mau Tanya apa yang dimaksud offer and suggestion itu dalam bahasa Inggris?	IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII II	47	47%

		f) T:Tolong jelaskan secara singkat saja pengertian offer and suggestion tadi g) T:Siapa yang belum kumpul tugas ni ? h) T:Yang lain benar gak yang dijawab Randy ini ? i) T:hari ini dikelas ini kan ? j) T:Kalian tau gak contoh offer and suggestion ini yang bersangkutan dengan pariwisata ? k) T:Tugasnya sudah Fikri ?sudah absen saja ini l) T:Andri coba kamu cek dulu sudah atau belum mengupload tugas m) T:Febrianto tugas mu itu belum diupload ? n) T:Ada yang belum paham tentang offer and suggestion tadi ? o) T:Sebelum kita akhiri pelajaran ini silahkan diulangi contoh dari offer and suggestion tadi? p) T:Ada yang masih belum paham ? q) T:Sudah aktif semua ? r) T:sudah 15 menit ya kita mulai yaa siapa ni yang belum aktif? s) T:Baru 13 ni yang aktif yang lain mana ? t) T:Ada yang gak masuk ya ? u) T:Sebelum kita mulai pelajaran mam mauu Tanya tentang pelajaran minggu kemarin? v) T:Minggu kemaren siapa aja yang tidak mengupload tugas ? w) T:Coba jelaskan offer and suggestion ? x) T:Jelaskan pakai bahasa Inggris dan contohnya? y) T:Siapa lagi silahkan jelaskan secara singkat saja? z) T:Hari ini kita melanjutkan materi minggu			

		kemarin ya siapa ni yang bisa membacakan catatan minggu kemarin? aa) T:Masa Cuma Adel,Sarah sama Viola aja yang lain mana? bb) T:Kenapa yang lain Cuma read aja ni ? cc) T:Hello yang lain ini niat belajar gak ? dd) T: silahkan kalian catat dan buat examplenya kira-kira berapa contoh ni ? ee) T:Eka sudah sehat ? ff) T:Nah siapa ni yang belum kirim voice note ?be confident lah gg) T:Ada yang inin ditanyakan? hh) T:Siapa lagi yang belum paham ? ii) T:Sudah aktif semua ? jj) T:Ada yang izin gak hari ini ? kk) T:Oke hari ini kita memasuki pembahasan baru ya yaitu opinions, ada yang udah tau apa itu opinions? ll) T:Ada buku cetak semuakan ? mm) T:Siap belajar semuakan ? nn) T:Sudah dibaca apa belum materi kita hari ini ? oo) T: silahkan kalian catat dan buat examplenya kira-kira berapa contoh ni ? pp) T:Apa maksud opinions dari buku itu ? qq) T:Penjelasan singkatnya dalam bahasa inggris siapa yang bisa ? rr) T:Dari penjelasan mam tadi ada yang masih belum paham ? ss) T:Sudah paham randy ? tt) T:Kalo sudah paham mam izin dulu ya mau vaksin. Kalian silahkan buat catatan tentang opinions!			

		uu) T:Roja mana tugas 3 catatan tentang offer and sugeestion ?			
4	accept or use idea of student	a) T:Iya benar Randy kita pakai voice note aja b) T:Yang lain ikuti catatan Sarah ya c) T:Bagus Adel idenya kita gunakan materinya digoogle sama dibuku d) T:Oh iya benar kata Viola upload tugas dulu baru absen, lupa mam e) T:Ya sepakatkan kalian dengan pendapat Randy kita toleransi 15 menit teman-teman yang gak aktif f) T:Yaudah kalo ga ada yang respon berarti setuju sama Adel kalo kita pake 2 contoh ya	IIIII I	6	6%
DIRECT INFLUENCE					
5	Lecturing	a) T:Offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need. b) T:Suggestions are expressions used to express how to ask and give advice to others. c) T:Dalam bahasa indonya Offer adalah untuk memberitahu seseorang bahwa kamu akan memberi mereka sesuatu jika mereka mengingingkannya. d) T:Sedangkan suggesting biasanya diungkapkan ketika kita memberi saran kepada orang lain e) T:Singkatnya offer itu penawaran dan suggestion itu saran ya f) T:Example of offer : would you like a cup of tea g) T:Atau can I help you ? h) T:Apa bisa saya membantu mu ? i) T:Artinya apa kamu mau segelas teh ? j) T:Suggestion contohnya itu… I had a toothache, I	IIIII IIIII IIIII IIIII II	22	22%

		think u should go to the dentist k) T:Jadi temennya itu sedang sakit gigi nah teman satu lagi itu menyarankan untu pergi kedokter gigi l) T:offer dan suggestion ini pengaplikasiannya dalam pariwisata sering ditemui ketika sedang berwisata. m) T:Offer itu contohnya ketika seorang guide bertanya may I help you to show where is toilet. n) T:Kalo saran ini biasanya diaplikasikan misalnya ketika seseorang yang mau liburan bertanya kepada teman atau saudaranya dimana tempat wisata yang rekomendit o) T:this summer I'm going on vacation, where do you think is a good tourist spot ? I think u should go to Bali…. p) T:Jadi disana mam contohkan itu artinya, musim panas ini saya akan liburan dimana tempat wisata yang bagus menurutmu? Dan di jawab dia menyarankan untuk pergi liburan ke Bali. q) T: nah bagus anak-anak, Opini itu merupakan sebuah teks atau dialog yang mengandung pendapat tentang suatu r) T:Jadi opini ini adalah memberikan pendapat. s) T:Contohnya in my opinion Panjang beach is a very beautiful beach t) T:Artinya itu menurut pendapat saya pantai panjang adalah pantai yang sanagt indah. u) T:Kalimat diatas itu sudah menunjukan opini yaa v) Atau I think Bengkulu is a very beautiful province because it is rich in tourism, such as beaches, hills, rivers and waterfalls.			
6	Giving direction	a) T:Silahkan aktif digrup ya	IIIII IIIII	34	34%

		b) T:Coba buka buku cetaknya ada itu penjelasaan offer and suggestion c) T:Cari diinternet juga contohnya biar lebih ngerti d) T:Silahkan dicari contohnya dalam bahasa Inggris ya e) T:Cari perbedaan antara offer and suggestion itu f) T:ayo silahkan kalian catat yang dijelaskan mam tadi ya g) T:be confident guys! h) T:Jadi hari ini tugas kalian adalah membacakan catatan mingguu kemarin menggunkan voice note i) T:yang lain mana ayo masa cuma Sarah yang jawab j) T:fabrianto silahkan didengar penjelasan teman kamu ini k) T:kalian cari penjelasannya nanti mam Tanya lagi l) T:sudah dicatat penjelasannya don't forget to write the example ! m) T:write the example in Indo and English ya! n) T:buat juga contoh offer and suggestion untuk pariwisata o) T:upload fotonya di grup wa ini ya p) T:silahkan diisi absen jika sudah upload catatan digrup ya q) T:baru 13 orang yang lain ayo buat mam tungguu sampai jam 11 r) T:tolong jelaskan kembali tentang materi minggu lalu s) T:jelaskan singkat saja t) T: kalian bacakan catatan kalian minggu kemarin tentang offer dan suggestion berserta contonya u) T:Randy kamu ayok kirim kan kamu yang ngasih ide!	IIIII IIIII IIIII IIIII IIII		

		v) T:ayo yang lain kirim voice notenya w) T:sudah ngirim voice note baru isi absen x) T:baru 17 ni sisahnya ayo mam tunggu sampai jam 1 y) T:sudah kirim itu langsung list absen! z) T:buka buku cetak materinya tentang opinions aa) T:silahkan jelaskan secara simple aja bb) T:in English juga dong cc) T:nah buat juga opini kalian tentang wisata di kota Bengkulu ini dd) T: write on your book and send in this grup ee) T:silahkan yang selesai catat ff) T:carisa langsung absen kalo sudahh itu! gg) T:yang lain ayoklah buat hh) T: mam mau vaksin ni kalian selesai langsung absen ya!			
7	Criticizing	a) T:selesai tugas baru absen Randy kirim dulu catatan kamu b) T: kirim ke grup pakai voice note, Rona salsa mana voice note nya kenapa absen duluan diisi. c) Ingat tugas dulu ya baru isi absen Rona Salsa! d) T:intinya aja Sar e) T:yang lain ini diam aja kanapa ? f) T:jangan terlalu gugup Hety	IIIII I	6	6%
STUDENT TALK					
8	Student talk response	a) S:waalaikumussalam wr wb mam morning b) S:morning mam c) S:waalaikumsalam mam, good mam d) S:morning mam, iam fine mam, Hbu ? e) S:wass mam baik mam f) S: I'm here mam g) S: Waalaikumsalam, good morning mam, How about you mam ?	IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII	40	40%

		h) S:iam healthy mam i) S:Iam very good today mam, and you? j) S: Okey mam k) S: masih ada beberapa yang belum on mam l) S: kita kasih waktu 15 menit mam mungkin masih ada yang gangguan sinyalnya m) S:offer and suggestion mam n) S:Offer adalah untuk memberitahu seseorang bahwa kamu akan memberi mereka sesuatu jika mereka mengingingkannya. Suggesting biasanya diungkapkan ketika kita memberi saran kepada orang lain o) S:Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others p) S:offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need. q) S:Suggestions are expressions used to express how to ask and give advice to others. r) S:I think you should wear a dress s) S:may I help u ? t) S:you should go to Hawa u) S: Offer sentence example: 1) excuse me would you like bread ? 2) Woul you like me to help you v) S: example suggestion : 1) you walk from the left so no one bumps into you. 2) Eat it now,because the noddles not good when it's cold. w) S:offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need. x) S:Suggestions are expressions used to express how to ask and give advice to others.			

		y) S:okey mam z) S: see u next week mam aa) S:siswa menglist absen bb) S: Roja gak masuk minggu kemarin mam cc) S: Saya enggak ada sinyal kemarin mam dd) S: japri or grup mam vn nya? ee) S:Offer is to tell someone that you will give them something if they want it. Suggesting is usually expressed when we give advice to others.offering is an act of someone who offers something. Offering help and service is a way or expression to offer help to someone in need. ff) iya mam ini lagi record mam gg) S: baik mam pakai voice note hh) S: offer: penawaran, suggestion : saran ii) S: an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. opinions are never right or wrong, they are merely a argument of what someone believes. jj) S: Giving Opinion adalah suatu ungkapan yang digunakan untuk menyakan ataupun menjawab/ merespon suatu pendapat. kk) Opinion dialogue is a dialog consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc ll) S: pendapat mam mm) S:In my opinion Bengkulu is beautiful city nn) S:in my opinion the beach in Bengkulu city is very long			

9	Student talk initiation	a) S:cari di internet juga gapapa mam? b) S:b.indo samo inggris c) S: bukannya tugas dulu baru absen ya mam ? d) S: To do points e) S:to do points or to the point ? wkwk f) S:wih salah keyborb haha g) S:wkwk h) S:ayo feb dittanyo mam tu i) S:mam j) S:sekarang catat ko mam ? k) S:tahun depan delon wkwk l) S:sebentar mam m) S:udah jumat ya mam n) S:voice note aja mam o) S:nian mam voice note ? p) S:wih iyo salsa voice note	IIIII IIIII IIIII II	17	17%
Silence or confusion					
10	Pauses short periods of silence	a) T:Roja mana tugas catatan tentang offer and sugeestion ? b) S: (silent) c) T: Okey benar yang dikatakan temen kalian, sekarang mam Tanya apa yang dimaksud offer and suggestion secara singkat saja, biar kalian cepat paham dan bisa membuatnya kedalam kalimat d) T: Hallo. e) S: (Silent) f) T:Febrianto lihat tugas kamu itu baru tugas 1 g) T: ini masa Sarah aja yang jawab yang lain mana? h) S(silent) i) S:hello j) S: (silent)	IIIII IIIII IIIII IIIII IIIII III	28	28%

		k) T:silahkan apa penjelasan singkat dari offer and suggestion itu l) S:(silent) m) S:ayoo jangan diam aja n) S:(silent) o) T:In English juga dong ! p) S:(silent) q) T:Siap belajar semuakan ? r) S: silent s) T:yang selesai tugas hari ini langsung absen t) S:(silent) u) T:ayo yang lain kirim voice notenya v) S:(silent) w) T: T:yang lain mana ayo masa cuma Sarah yang jawab x) S:(silent) y) T:buat juga contoh offer and suggestion untuk pariwisata ? z) S:(silent) aa) T:Siapa lagi yang belum paham ? bb) S:silent			

Interview transcript of the second grade students

Name : Viola Urbanisa Maharani

Class : XI Usaha Perjalanan Wisata

Age : 16 years old

Date/Time : September, 3rd 2021/10.00 am

R: assalamualaikum, warohmatullahi wabarokatuh in advance, thank you Viola for your time, the first question according to Viola is important or not Class interaction when studying online?

S: In my opinion, class interaction is very important, because if the learning process takes place without interaction between students and teachers and communication that takes place only in one direction, students will be very difficult to understand the learning material presented.

R: do you think that interaction affects students learning motivation ?

S: Yes, of course because I think when the learning process takes place and there is good interaction between students and teachers or students with other students, the enthusiasm for student learning will also increase.

R: What positive effect do you feel when the teacher gives praise/motivation during learning?

S: the positive effect that I feel is that I feel happy, proud and feel appreciated so I want to continue to answer or give opinions when the teacher asks questions during learning.

R: When you give your opinion/answer a question from the teacher, do you think the teacher should criticize/evaluate your answer?

S: I think it is mandatory for the teacher to do so that students better understand the material being taught.

R: What challenges or obstacles do you feel when you want to interact during the online learning process?

S: Actually, the challenge that I face when I want to interact during online learning is, sometimes when the electricity goes out so that the internet signal is disrupted, which makes me often late to actively participate in learning.

R: In your opinion, what learning methods can make classroom interactions more effective when learning online?

S: In my opinion, by making learning methods that are not boring, like when studying, the teacher also jokes so that students do not feel awkward to interact.

R: when confused/don't understand about the subject matter delivered by the teacher, is silence the solution?

S: actually silence is not the right choice, but sometimes students are silent because they lack confidence to express their opinions or answer questions. The teacher should make a way of teaching that doesn't make students bored, such as using other learning media, or explaining using videos, etc

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Appendix interview transcript of the second grade students

Name : Sarah Natalia Boru Lumban Gaol

Class : XI Usaha Perjalanan Wisata

Age : 16 years old

Date/Time : September, 3rd 2021/10.20 am

R: Good morning, First of all, thank you Sarah for your time. Do you think the first question is important or not. Class interaction while studying online?

S: Yes, I think that class interaction is very important, because if in a learning process there is no interaction between the teacher and students, it can make it very difficult for students to understand the material explained by the teacher.

R: do you think that interaction affects students learning motivation ?

S: the positive effect is that when students are active and interact with each other in learning, students will more easily understand learning and are also motivated to learn. R: What positive effect do you feel when the teacher gives praise/motivation during learning?

S: By being praised by the teacher when I study, I feel motivated to be more active in learning because being able to answer correctly is an honor for me and makes me happy.

R: When you give your opinion/answer a question from the teacher, do you think the teacher should criticize/evaluate your answer?

S: I don't think it's a problem when the teacher criticizes my answer to justify the answer, because the teacher does that so that students understand more about the material taught by the teacher.

R: What challenges or obstacles do you feel when you want to interact during the online learning process?

S: The challenge in online learning is that there are actually a lot of external disturbances, such as power outages and internet signal problems, so it makes it difficult for me to interact while studying.

R: In your opinion, what learning methods can make classroom interactions more effective when learning online?

S: I think that by dividing students into several groups and students being invited to discuss the subject matter that will be taught, I think it is effective to build student interaction.

R: when confused/don't understand about the subject matter delivered by the teacher, is silence the solution?

S: I think students are silent when learning, there are many factors, some do not understand what the teacher is explaining, and some are constrained by external factors, for example, students' internet has problems, it is certain that students do not participate in learning activities and those who do not understand the material. what the teacher conveys should not just be silent because it will make it more difficult for us to understand the material that the teacher explains

Appendix interview transcript of the second grade students

Name : Adelia Fitri Rahman

Class : XI Usaha Perjalanan Wisata

Age : 17 years old

Date/Time : September, 3rd 2021/10.50 am

R: Assalamualaikum, warohmatullahi wabarokatuh. First of all, thank you, Adelia, for your time. Do you think the first question is important or not. Class interaction when online learning?

S: I think class interaction in the classroom is very important, especially when online lessons, when interacting in learning activities we can recognize and know the character of classmates.

R: do you think that interaction affects students learning motivation ?

S: If the class interaction goes well, the students will want to learn, yes, it will definitely raise the students' enthusiasm

R: What positive effect do you feel when the teacher gives praise/motivation during learning?

S: The positive effect of the praise that the teacher gave me made me more enthusiastic, confident and ambitious in learning.

R: When you give your opinion/answer a question from the teacher, do you think the teacher should criticize/evaluate your answer?

S: I accept if the teacher criticizes the answers or opinions I convey, because when the teacher criticizes him he justifies my answers and I understand the material that the teacher conveys better

R: What challenges or obstacles do you feel when you want to interact during the online learning process?

S: The challenge when I want to interact during online learning is sometimes to answer that question, I lack confidence because when learning online it is like learning on my own so I am not sure about the answer I will convey.

R: In your opinion, what learning methods can make classroom interactions more effective when learning online?

S: I think that by implementing a learning-by-play system, students will be interested in interacting in online learning classes. Apart from that, the students also have the intention to learn in order to be confident in interacting in online learning.

R: When confused/don't understand about the subject matter delivered by the teacher, is silence the solution?

S: Of course, silence is not a solution in learning activities, because the more we stay silent if we don't understand the material being taught we won't understand it. but sometimes students are not confident in asking the teacher so they just stay silent and monitor the learning process.

Appendix interview transcript of the English teacher of second grade students

Name : Helmi Yuniarti S.Pd

Age : 39 years old

Date/Time : September,3rd 2021/09.30 am

R: Assalamulaikumu warahmatullahi wabarokatuh, in advance thank you mam for your time. Let's go straight to the first question, which is how important do you think class interaction is when you're studying?

T: okay, according to Mam, class interaction is important, especially when starting learning, we should to build class interactions so that students become enthusiastic in participating in learning so that students are easy to understand the subject matter to be taught.

R: In your opinion, can a good classroom interaction improve the quality of student learning?

T: Yes, of course, if the interaction between the teacher and students is good, it can increase the students' intention to learn so that they are enthusiastic in learning, they become confident in answering questions and they do not hesitate to ask the teacher about the material they do not understand. So that it is easier for teachers to convey the material and students are also easy to understand the material presented.

R: Have you ever given praise or motivation to students during the learning process? Do you think it's important or not to do it?

T: when I teach at this SMK, giving praise and motivation is very important, because at this age they are teenagers who really need motivation in learning so that they are enthusiastic about learning. Right or wrong what our students say cannot argue with their answers, we can justify their answers, because at their age they are not yet able to control their emotions.

R: when there are learning activities and there are students giving their ideas/opinions, do you use their ideas or not?

T: If the student's idea is considered good and other students also agree, we will use this student's idea so that they become more confident in conveying their ideas in the future.

R: Do you give students questions in learning activities to increase student interaction in learning?

T: Of course in every lesson I ask questions to students. I don't just ask about the subject matter, I do this activity so that students actively interact in learning, especially online, we have to be more active in asking students. The ask question activity was also carried out to find out whether students had understood the material that had been taught previously.

R: In teaching activities, do you explain the material based on your opinion or based on teaching materials?

T: In delivering learning materials, I am guided by teaching materials or books. But before teaching, I also check the material to be taught and look for other references, not just one book. I also want to have an opinion based on a valid source.

R: In your learning activities, are you giving direction to students?

T: Yes, I give direction when the learning process takes place so that students will understand more about the material being taught.

R: When students give opinions/answer the questions you give them, they don't answer correctly, do you criticize their answers to justify the answers?

T: In criticizing students' answers that are not quite right, I am very careful in using language because I don't want to offend students. Criticizing or evaluating must be done so that students understand more about the material that has been delivered.

R: the last mam, when students are confused or do not understand the material presented, how do you build an atmosphere so that students interact in learning activities?

T: when the students were silent when they were asked a question, I understood that they did not understand what was said, so I gave a re-explanation of the material. So that students will understand better and they are confident in answering my questions or I call the names of students who really only listen to the lesson to answer questions.

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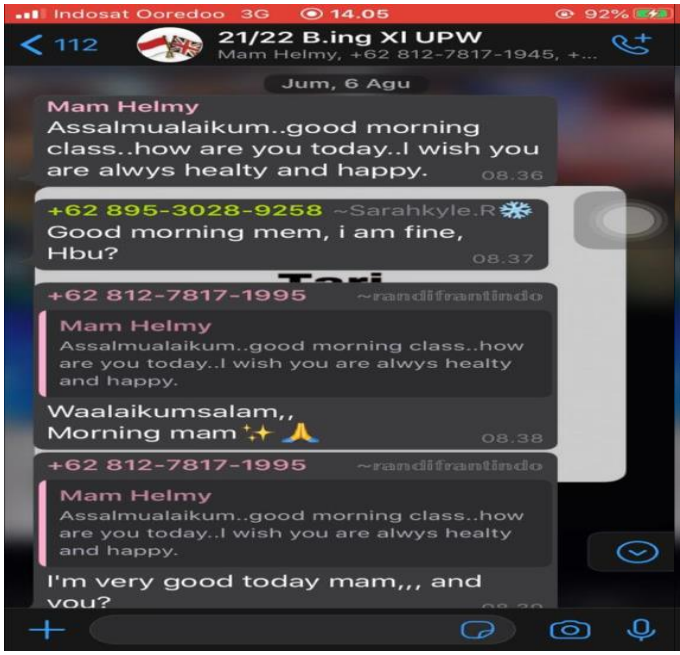

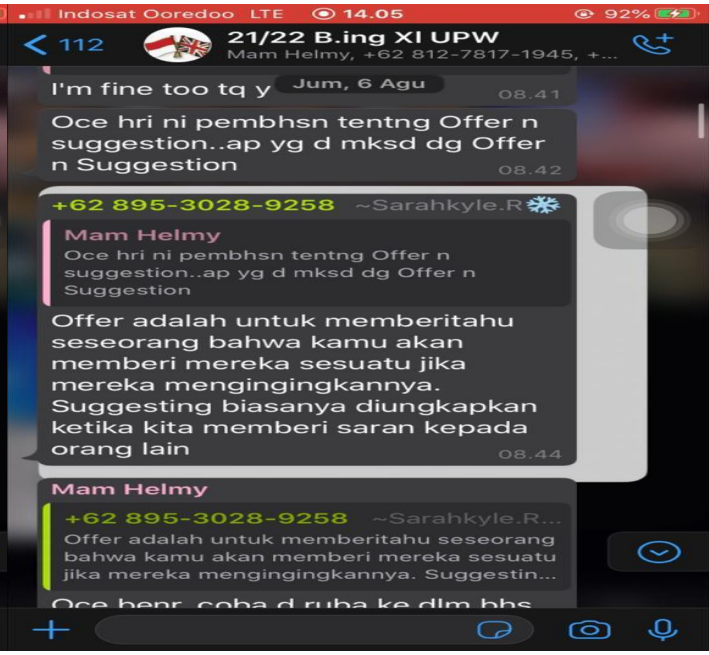

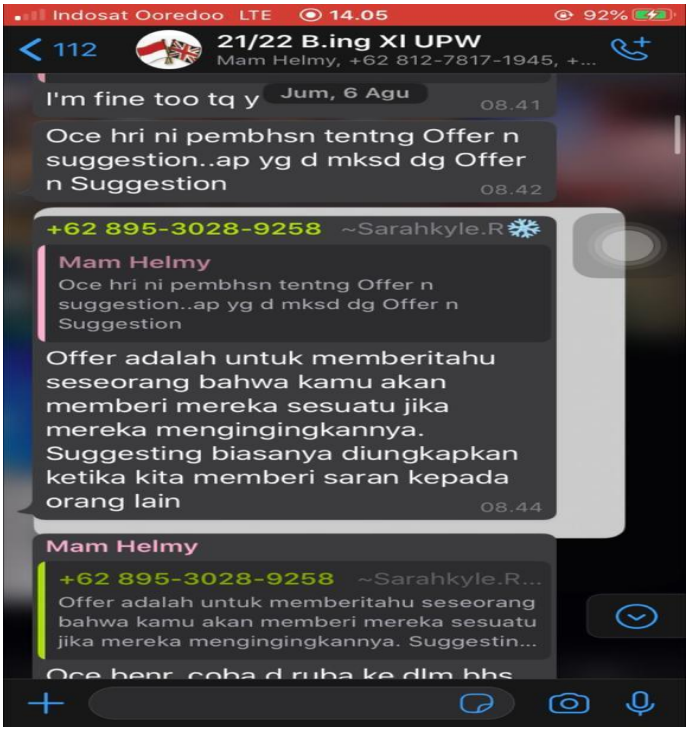

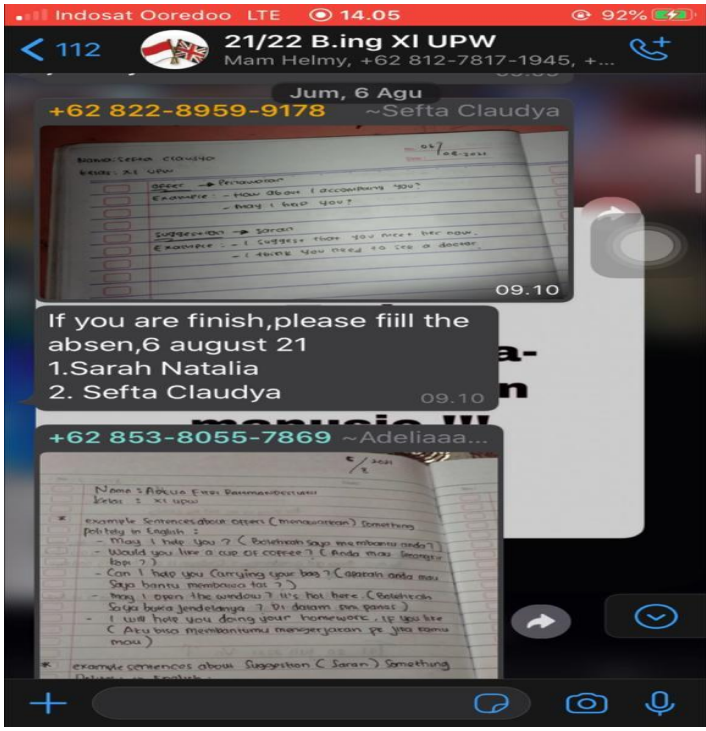

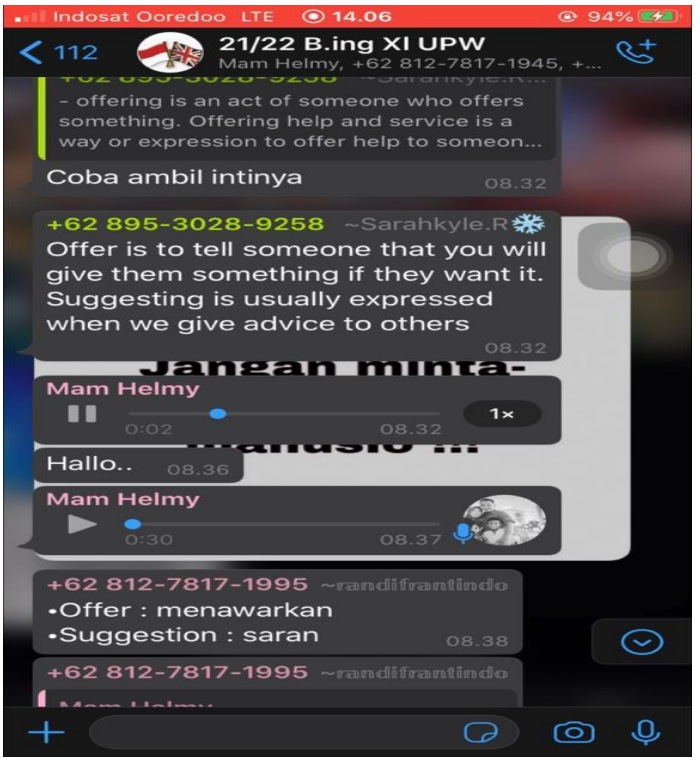
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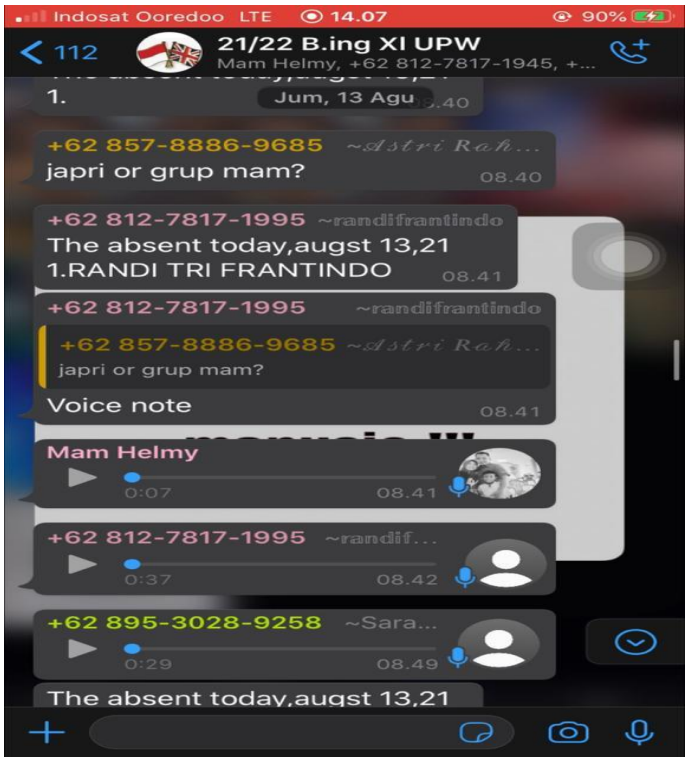
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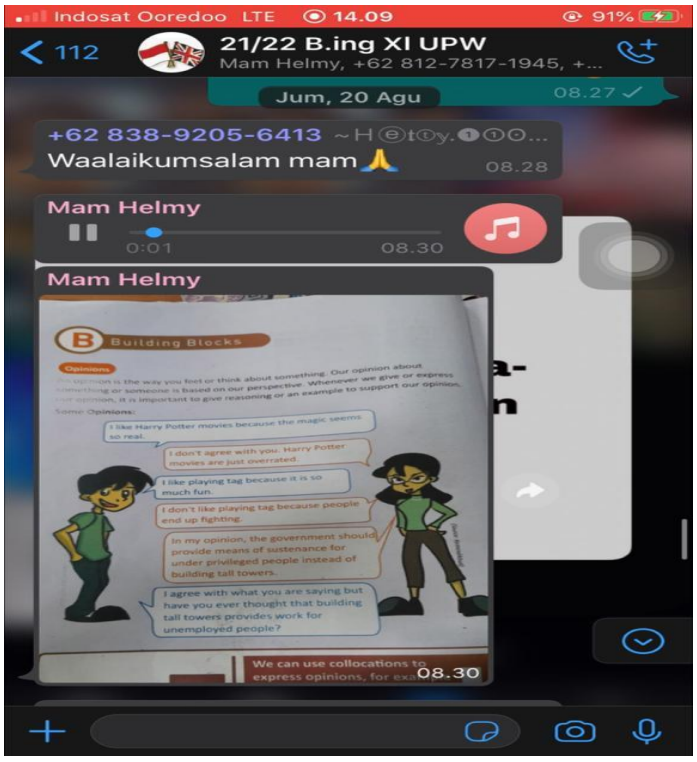
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Building Blocks
Opinions
I like Harry Potter movies because the magic seems so real.
I don't agree with you. Harry Potter movies are just overrated.
I like playing tag because it is so much fun.
I don't like playing tag because people end up fighting.
In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.
I agree with what you are saying but have you ever thought that building tall towers provides work for unemployed people?
We can use collocations to express opinions, for ex...
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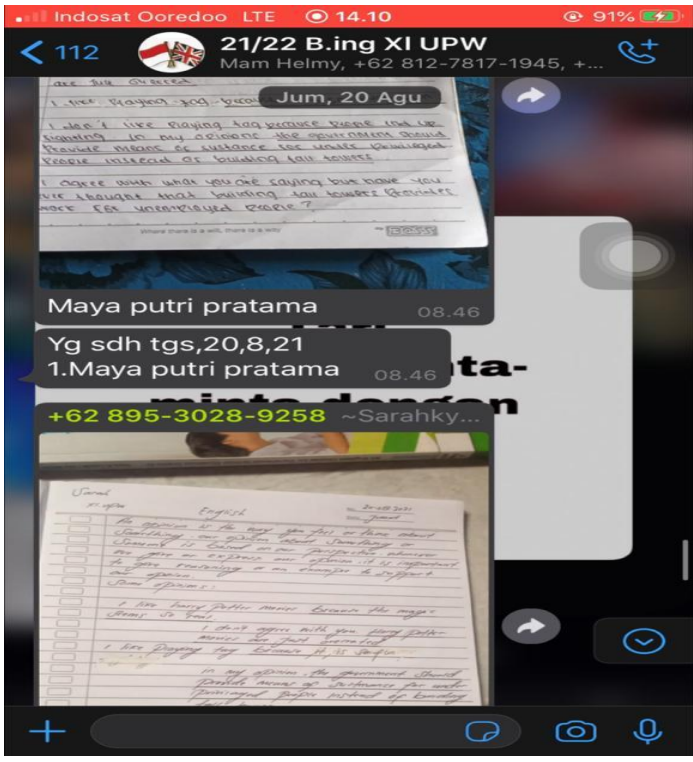
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PENGESAHAN PENYEMINAR

Penyeminar I dan Penyeminar II menyatakan proposal skripsi yang ditulis oleh:

Nama	:	**Seftalestariani**
NIM	:	**1711230085**
Jurusan Prodi	:	**Tadris Bahasa Inggris**
Semester	:	**VIII**
Fakultas	:	**Tarbiyah dan Tadris**

Proposal skripsi yang berjudul: **Analysis of Classroom Interaction Between English Teacher and Students in English For Tourism Class at SMKN 7 Bengkulu City. (A Study at Smkn 7 Bengkulu City of the Second Grade Students in the Academic Year 2020/2021)** yang telah diseminarkan pada tanggal **01 Juli 2021.** Setelah diperiksa dan diperbaiki sesuai dengan saran Penyeminar I dan Penyeminar II. Oleh karena itu, proposal skripsi tersebut sudah memenuhi persyaratan untuk melanjutkan penelitian dan diterbitkan SK penelitian.

Bengkulu, 06 Juli 2021

Penyeminar 1

Reko Serasi, M.A
NIP. 198711092018011002

Penyeminar 2

Andri Saputra, M.Sc
NIP. 199106262019031014

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SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor : 2415 /In. 11/F.II/PP.009/06/2021
Tentang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Sefta Lestariani
NIM : 1711230085
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Ikke Wulandari, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Dr. Syamsul Rizal, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Fera Zasrianita, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 14 Juni 2021
Dekan,

ZUBAEDI

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KARTU BIMBINGAN SKRIPSI

na : Sefta Lestariani Pembimbing I/II : Zelvia Liska Afriani M.Pd
: 1711230085 Judul Skripsi : An Analysis of Classroom Interact
isan : Bahasa Inggris n between English teacher and student in English For
di : Tadris Bahasa Inggris tourism class at SMKN 7 Bengkulu City.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Jumat, 17/09/2021	Chapter 4 & 5	- Perbaiki cara ekstraksi data interview & penyajian data - Perbaiki tenses chapter III - Ikuti referensi APA Style 6th ed.	[signature]
8/2021 10	Chapter 1-5	- Perbaiki referensi - Tambahkan halam - Minimal hal. 80 u/ penelitian kualitatif - Mulai buat abstraks, table of content, dll.	[signature]

Bengkulu, ...
Pembimbing I/II

Zelvia Liska Afriani M.Pd
NIP. 199909202018012003

etahui
ii

ubaedi, M.Ag, M.Pd
9690808 1996031005

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KARTU BIMBINGAN SKRIPSI

ma : Sefta Lestariani Pembimbing I/II : Zelvia Liska Afriani, M.Pd.
M : 1711230085 Judul Skripsi : An analysis of classroom in
rusan : Tadris Bahasa Inggris tion between teacher and students in N
odi : Tadris Bahasa Inggris Normar era by using Blender Interaction a

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Para
	Konsultasi topik	Baca jurnal terkait topik	
	chapter 1	Revise as suggested	
	Chapter 1	Revise as suggested	
19/2021 03	Chapter 1 & 2	Revise as suggested	

Bengkulu, 21 mei 2021
Pembimbing I/II

Zelvia Liska Afriani
NIP. 199409202018012003

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KARTU BIMBINGAN SKRIPSI

a : Seftalestariani Pembimbing I/II : Zelvia Liska Afriani M.Pd.
: 1711230035 Judul Skripsi : An Analysis of classroom interaction
san : Bahasa between English teacher and students in English for
i : tadris bahasa inggris tourism class at SMKN 7 Bengkulu city.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
22/2021/10	Chapter 1-5	- Tambahan penjelasan setiap memulai chapter. - Perbaiki referensi - Perbaiki grammar	[signature]
29/2021/10	chapter 1-5	- write a journal article	[signature]
10/2021/11	ACC to munaposah		[signature]

Bengkulu, ...
Pembimbing I/II

[signature]

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[signature]
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