

**INTERACTION PATTERNS OF THE ELEVENTH GRADE EFL
CLASSROOM OF MA MIFTAHUL ULUM DEMAK**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



**DIRECTORATE OF POSTGRADUATE PROGRAM
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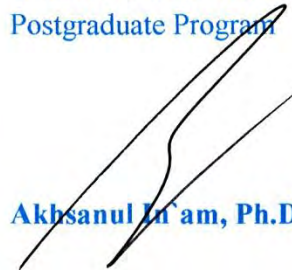
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **INTERACTION PATTERNS OF THE ELEVENTH GRADE EFL CLASSROOM OF MA MIFTAHUL ULUM DEMAK**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of PLAGIARISM in this thesis, I am willing to accept the consequences including accepting the CANCELLATION OF THE GRANTING OF MASTER DEGREE and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (NON EXCLUSIVE ROYALTY).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 January 2019

The Writer,



MAD RIYANTO

ABSTRACT

Mad Riyanto. 2019. *Interaction Patterns of the Eleventh Grade EFL Classroom of MA Miftahul Ulum Demak*. Malang: Post Graduate Program in English Language Education, University of Muhammadiyah Malang.

This present study aimed 1) Investigating the patterns of interaction during the teaching of English language in EFL classroom, and 2) Investigating how the patterns of interaction promote students' learning in EFL classroom.

This research used a qualitative approach as the design. Here, the techniques used in this research were doing a direct observation in the English learning class and an in-depth interview with the English teacher. This participant was selected using purposeful sampling. The observation aimed to find out how the process of interaction ran in EFL classroom. Then it was followed by in-depth interview to find out the reasons of having such interaction. In addition, the researcher utilized observation sheet, observation checklist, field note, and interview guide as the instruments of data collection. In analyzing the data, the researcher utilized the tabulation form proposed by Creswell (2012).

The findings of this research showed that there were three patterns of interaction applied by the teacher. Asking questions, giving directions, and using ideas of students were the most frequently used by the teacher. Then, the patterns of interaction can promote students' learning by exposing comprehensible input and giving chances to the students for producing output.

Keywords: Interaction patterns, EFL classroom, English learning, students learning, qualitative study.

MOTTO AND DEDICATION

- **Expect the highest level of life, but accept the lowest level of life!**
- **Success begins with the adversity.**
- **Never feel able, but always want to be able.**

DEDICATION:

To the most precious people to my heart, to the ones who gave birth and meaning to my life, to the ones who have provided me with their encouragement, love and understanding, to dear mother (Aminatun) and beloved father (Muhtadi) I dedicated this work. This work is also dedicated to my beloved wife (Khoiriyah) and my children (Zilqi Althafredy and Zindyia Birrly) for their whole-hearted support. To all my friends who have been supportive, caring and patient, I dedicated this simple work to all those who love me.

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Malang, 16 January 2019

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INTRODUCTION

As the world's lingua franca in the modern era, English language has well-known itself as one of the important subjects to be taught, especially in non-English speaking countries. Many people try to study English language in order to be able to communicate with foreigners. It is used in many utterances in formal or in non-formal situations. Harmer (2007) states that English is also, of course, a mother tongue for many people in the world, though, as we shall see, such „native speakers“ are increasingly out-numbered by people who have English as a second or third language and use it for international communication. So, the main aim of learning English language is to use it in communication in its spoken or written forms.

Teaching English as a foreign language is not an easy job in Indonesia, because there are too many languages used in Indonesia. It needs to have particular preparations for the teacher to teach English, such as teacher's competencies and also a good environment to motivate students to study. Chaudron (1988) clarifies that conversation and instructional exchange between teachers and students provide the best opportunities for the learners to exercise target language skills and get useful feedback. The students have chances to participate in the language learning to increase their language proficiency. Here, the teacher needs to organize the beneficial activities to give opportunities for the students to involve in the discussion. Hence, successful teaching and learning comes from successful management of various interactions in the classroom. In

interaction, students can use all they possess of the language all they have learned or casually absorbed in real life exchanges (Rivers, 1987).

There is a dominant problem in English as a Foreign Language (EFL) classroom where English is not a language for active communication in Indonesia. Most of the students are not motivated to learn English. It is because the learning climate is not attractive. Brown (1994) states that the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students make it impossible to predict everything that they will say and do. Here, the teacher's motivation is needed to engage the students be active in the classroom interaction. It is easy in language learning that a learner will be successful with the proper motivation (Brown, 2000). Hence, to build the students' engagement, the teacher should have proper communicative interaction to get maximum result of output to all of students. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals (Rivers, 1987).

Brown (2000) says that language learning is a primarily a matter of transforming perceptions into conceptions. The teachers can teach English language in EFL classroom well if they have good relationship with the students. An awareness of the interactional processes can help teachers and learners have a comprehensive understanding of how language is acquired in a formal context (Walsh, 2006). The quality of interaction is determined by the teachers in their

face-to-face communication with the students. Here, the interaction between the teacher and the students should be constructed to motivate students' learning English language in the classroom.

Chan (1993) found in her research findings that when the teacher changed some of her instructional strategies in the classroom, students' behaviors had considerable changes as well. When the teacher accepted the students' answers which might be spoken very softly or having some structural mistakes, students were encouraged to express their ideas in class. The result of the analysis showed that by questioning and giving direct feedback to the students' responses can encourage students to speak. The interaction between the teacher and students becomes good enough after the teacher changed of her instructional strategies in the classroom.

Fanani (2012) found in his research findings that there were three types of interaction in speaking class; interpersonal interaction, cultural interaction, and group interaction. There were some processes of lectures' way to stimulate and encourage the students to speak; breaking down the topic, allowing the students to apply code switching or code mixing, monitoring the students in groups, and making some jokes or humors.

Knoell (2012) found in his research findings that the student-teacher relationship to be a dynamic factor in classroom of both property and affluent school. When the teacher employed some ways of communication, the learners talk as the teacher employed in the teaching and learning process. The patterns of

classroom interaction in that study were not only restricted to one way traffic model of interaction between the teacher and the students, but also more varied.

Considering the background and the statements of problem above, the objectives of the research are; investigating the patterns of interaction during the teaching of English language in EFL classroom and investigating how the patterns of interaction promote students' learning in EFL classroom.

REVIEW OF RELATED LITERATURE

Classroom Interaction in EFL Teaching and Learning

Byrne (1999) states classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teacher is not to inform our students about the language but to develop their ability to use the language for variety of communicative purpose. Classroom is considered the important sites of intellectual and individual development, because the activities in the classroom create oral interaction between the teacher and students. The motivations of the teacher in the classroom become the factors of students' language learning through interaction.

Interaction is the collaborative exchange of thought, feeling or ideas between the teacher and students resulting in a reciprocal effect on each other (Brown, 2001). Classroom interaction in an EFL context is defined as all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling (Ellis, 1990). In the classroom it is possible the teacher to manage who must talk, on what topic, in what language

and so on. The students can engage all of the process of language learning through effective classroom interactions.

Brown (1994) indicates interactive classes have the following beneficial features:

- There is a large amount of pair and group work.
- Students engage themselves in spontaneous and authentic conversation.
- Students work for actual audiences and purposes, not artificial one.
- The task-based activities prepare students for the real world out of the classroom.

Aspects of Classroom Interaction

Teacher Talk

Teacher talk is the language usually used by foreign language teachers in the process of teaching and learning in the classroom. As Ellis (1985) points out teacher talk as a special language that teachers use when addressing second language learners in the classroom. Richards and Schmidt (1992) define teacher talk as “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners.

Teacher talk in the EFL classroom serves two important functions. Firstly, it serves as valuable input of the target language. Secondly, it is used for the process of interaction, which facilitates comprehensible input and helps learning occurs in the classroom. Ellis (1985) points out whether it is a subject lesson or a language

lesson, successful outcomes may depend on the type of language used by the teacher and the type of interactions occurring in the classroom.

Brown (2001) says that teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into direct influence and indirect influence. Indirect influence is an effect which students are leaded to warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. The followings are the categories of teacher talk:

1. *Deal with feelings*: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.
2. *Praises or encourages*: Praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct.
 - 2a. *Jokes*: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense.
(Unintentional humor is not included in this category.)
3. *Uses ideas of students*: Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
 - 3a. *Repeat students response verbatim*: repeating the exact words of students after they participate.

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

Another influence of teacher talk is direct influence. Direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The following are the features of direct influence of teacher talk:

1. *Gives information*: Giving information facts, own opinion, or ideas: lecturing or asking rhetorical questions.
 - 1a. *Corrects without rejection*: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
2. *Gives directions*: Giving directions, requests, or commands that students are expected to follow; directing various drill; facilitating whole-class and small-group activity.
3. *Criticizes student behavior*: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
 - 3a. *Criticize student response*: Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Student Talk

Student talk is a total amount of time students spend talking during a lesson (Richards & Schmidt, 2010). Student talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinion. The

followings are the categories of student talk (Moscowitz, 1971, cited in Brown, 2001).

1. *Student response, specific*: Responding to the teacher within a specific and limited range of available or previously practiced answers. Reading aloud, dictation, and drills.
2. *Student response, open-ended or student-initiated*: Responding to the teacher with students' own ideas, opinions, reactions, and feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
3. *Silence*: Pauses in the interaction. Periods of quiet during which there is no verbal interaction.
 - 3a. *Silence-AV*: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
4. *Confusion, work-oriented*: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
 - 4a. *Confusion, work-oriented*: More than one person at a time talking, so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
5. *Laughter*: Laughing and giggling by the class, individuals, and/or the teacher.
6. *Uses the native language*: Use the native language by the teacher or the students.

7. *Nonverbal*: Gesture or facial expressions by the teacher or by the students that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

Patterns of Classroom Interaction

There are different patterns of classroom interaction that can be applied in the teaching and learning process; student-content interaction, student-teacher interaction, and student-student interaction (Moore, 1989).

Student-Content Interaction

Student-content interaction is an access of the online course content by the student for the purposes of learning relating to the “pre-analytical phase” course (Markewitz, 2007). This type of interaction involves the students and the course content. The content that the students may interact with may be found in textbooks and on the internet. The relationship between student interaction with content and student success can be hypothesized. Moore (1989) states that without some form of student-content interaction there cannot be education. The value of content depends upon its ability to engage students in meaningful interactions which lead to knowledge development (Anderson, 2003).

Student-Teacher Interaction

Student-teacher interaction is communication between a student and the teacher or instructor for the purpose of information exchange and support relating to the “pre-analytical phase” course (Markewitz, 2007). Teacher-student interaction occurs when the teacher and the students work and communicate each other (Davidson-Shivers, 2009). This classroom interaction pattern gives an

allowance for the teacher and the students to communicate in the classroom. The teacher directs the verbal exchanges between her and her students to improve a positive and friendly classroom climate in order to meaningful and effective interaction to take place. Allwright and Bailey (1991) point out that through teacher-student interaction the students can practice the structure of the language being learned and at the same time they understand the meaning.

Teacher-student interaction is known to aid the students' cognitive, social and emotional growth, and enhances their mental well-being (Upton, 2011). Teacher-student pattern largely depends on how the teacher behaves towards the students. The students may gain confidence and trust if the teacher is good, sociable, intelligent, and supportive. When the teacher creates a good rapport with students, she impacts productively on her self-esteem and enhances enthusiasm and success (Shortfall, 1996, cited in Ncube, 2015).

Student-Student Interaction

Student-student interaction is communication between two or more students in a class for the purpose of information exchange and support relating to the "pre-analytical phase" course (Markewitz, 2007). This type of interaction occurs when students work or communicate with each other in small or large groups or on an individual basis (Davidson-Shivers, 2009). Two students may be assigned to perform a classroom task. The teacher may also decide to use small group to enable the students to interact among themselves. This interaction form is generally intended to promote understanding course content and stimulate critical thinking. Collaborative teaching, such as pair work and small groups may reduce

feeling of isolation and promotes a sense of a learning community (Abrahamson, 1998, cited in Ncube, 2015). In this interaction can improve the students' autonomy and participation in classroom communication. Wajnryb (1993) states that student-student interaction through an interactional activity is intended to make the students participate more in speaking. Frequency of turns for each student to speak in a pair work and group work can give an effort to involve students in the teaching and learning process.

RESEARCH METHOD

Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). The design of this research is qualitative research. It means that the data collected is not in the form of number, but the data derived from classroom observation, video recording, and interview guide. Qualitative research investigates the complex phenomena experienced by the participants by examining people's words and actions in descriptive ways (Wiersma, 1995). In this research, the descriptive research was done in the classroom and the main point of this research was to collect and gather the basic data in descriptive way.

Research Subjects

The subjects in this research are the teacher and the eleventh grade science students of MA Miftahul Ulum Demak. Here are the following reasons for involving the eleventh grade science students as the subjects of the research: First,

this class has the highest awareness in learning English, and the students' ability in English is a bit higher than other classes in the same level. Second, this class is conducive and communicative.

Techniques and Instruments of Data Collection

Observation

Observation is a basic method for obtaining data in qualitative (Ary et al., 2010). The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participants (Hatch, 2002). For doing observation, the researcher applied observation's field notes and video recorder as the instruments of the research. Observation's field notes covered the comprehensive picture of a situation which was observed (Ary et al, 2010). The observation's field notes can be seen in Appendix I.

Interview

Interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data (Kvale, 1996, cited in Cohen, 2007). In this study the researcher used free guided interview. It was more flexible and good for the researcher objectives and it allowed the researcher to be free to explore beyond the questions and to guide the conversation spontaneously. In this research, the researcher prepared interview guide for the instruments before conducting interview. The interview guide can be seen in Appendix III.

Procedures of Data Analysis

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others (Hatch, 2002). In this research, the process of analyzing data was adopted from Creswell (2012). It consisted of collecting data, preparing data for analysis, reading through data, coding the data, and coding the text for themes and description to be used in the research report.

Table 3.1 Procedures of data Analysis

Process	Results
Collecting data	Observation notes, audio files of observation and interview
Preparing data for analysis	Observation notes, transcripts of classroom observation and interview
Reading through data	Note of important understanding
Coding data	Coded data
Coding the text for themes to be used in the research report	Themes
Coding the text for description to be used in the research report	Description

FINDINGS AND DISCUSSION

Findings

The Findings of the Patterns of Interaction during the Teaching of English Language in EFL Classroom

Based on the observation during the teaching and learning process, it was found that there were three patterns of classroom interaction; teacher-whole class interaction, teacher-student interaction, and student-student interaction. They are presented as follows.

Teacher-Whole Class Interaction

Teacher-whole class interaction happened during the class discussion, and this pattern also happened when the teacher conveyed learning material and gave instructions to the students. The interaction between the teacher and the whole class might invite students to respond thoroughly. The students might ask questions for clarification on the discussed topic. The interaction was at almost the whole session of learning, started from greeting to closing. The teacher initiated the interaction by asking some information. The questions might be from her ideas or from the students' previous question. Here was the illustration for checking students' vocabularies.

<1>

- Ss *Sedih* (sad)
T What is the meaning of *sedih* in English?
Ss Disappointed, sad
T Sad, disappointed is *menyesal*.
Ss Oh sad, mom?
T Depends on the writer which one he wants to write. Surely in this reorientation is the closing of the story. There is a feeling is submitted.

(ObsN1_91-96)

From the dialogue above, the teacher wanted to check the students' background knowledge. By answering the questions, the students could share what they had in mind. Thus, if the teacher would like to know the students' understanding, she initiated the interaction by asking questions. At the other time, she also confirmed the students about things that the answers they had known.

<2>

- T Let me ask you, why does recount text use simple past tense?
Ss Telling past event

T Right, telling past event. In recount text there are connective and conjunction, because in recount text should be in sequence. So, it uses time connectives. And then, the last is adverb of time. What is adverb of time?

Ss Circumstance of time, mom
(ObsN1_105-109)

By having the students' answer, the teacher could get the evidence. It also could be in the form of students' feeling, for example by asking whether the material was difficult or not. Sometimes, the teacher should also communicate with students about the things around them and how they felt during the learning process. It was seen during the observation in which the teacher asked students about their background knowledge, experiences or opinion that were related to the topic being discussed.

Besides asking information, the teacher also initiated an interaction by giving evidence. The teacher wanted all of students to participate on the discussion. She expected to have cooperative students.

<3>

T Hi, guys! Don't make so much noise! It disturbs your friends reading. If you cannot be silent, stand up in front of class until over. Come on listen your friend wants to read!

Ss Ok, mom, sorry
(ObsN1_124-125)

The teacher understood that it was difficult to have all of students involved in the classroom interaction. During the learning, she highlighted the importance of observing the talk. As a result, she spent much time in reminding the students in the classroom.

Teacher-Student Interaction

In classroom, the interaction was not merely about the interaction between the teacher and the whole-class. During the interaction, she also interacted with the student personally. It could happen anytime during the interaction.

<4>

- T Lubab, what is character?
S Character is subject.
T What do you mean of subject?
S Actor of story.
T Ok, character is the actor of the story.
(ObsN1_126-130)

Teacher-student interaction might end up with a problem. Thus, to solve the problem, the teacher built a further discussion in the form of teacher-student interaction. She expected that the other students could contribute to give the solution. She did not answer directly if there was a student who asked her. Sometimes, she used the question as a topic for classroom discussion.

<5>

- T I enjoyed a lot. It shows he is happy. Good. Then, there are several recount texts, personal recount, biography recount, historical recount. Ok, Lana, what is personal recount?
S *Cerita individu* (Individual story)
T Ok, self-history, recount that tells about him himself, personal experience. It is called personal recount. Siti, do you understand?
S Yes, mom, I understand.
T Now, what is biography recount?
S Profile of life.
(ObsN1_159-164)

By doing that, she could check whether the student knew the answer or not. Sometimes, the students only matched other students' answers when they were

asked by the teacher. Thus, the teacher would ask again to make sure that everybody had understood. Besides, she also wanted to give space for the students to find the answer using what they had known so far. The teacher-student interaction could also happen when there was a misbehaved student disturbing the teacher-student interaction.

<6>

T Lubab, what did she feel?
S *Canggung, Bingung* (awkward,confuse)
T Awkward, Confuse, Disappointed, Not Confident, next
S Ok boy!
(ObsN1_178-181)

Student-Student Interaction

That happened during in the classroom discussions and often in the small group activity, such as when the students found some difficulties in understanding the material or sometimes did not know the meaning of a word in English, they chose to discuss with their friend, rather than asked to the teacher, it was also occurred during the small group work discussion. Thus, the different ways in which they could interact meaningfully have come to be chosen in the classroom. They could create relax situation by discussing the lesson among students.

<7>

S1 In the book.
S2 *Buku apa?* (What is the book?)
S1 Diary book.
S2 *Kapan kamu baca?* (When did you read?)
S1 *Pas di perpustakaan dulu.* (When I was in the library).
(ObsN1_168-172)

Student-student interaction could convey the sources for language growth. It might close up with a problem. Thus, to solve the problem, the students increased

their ability by practicing their English in a simple dialogue. By having more practice the students encouraged themselves to have deep interaction. Sometimes, they used the materials as the topic for classroom discussion.

<8>

S1 How do you feel when you get bad mark on English?

S2 I feel sad.

S1 How do you feel when you get good mark on English?

S2 I feel happy

S1 When your friend says "I am really sad "what is your respond?

S2 Cheer up please, don't be sad, and be happy please.

(ObsN2_89-94)

Moreover, by having such discussion, the students could share some vocabularies related to what they were talking about. It could increase the students' ability. As a result, collaborative learning could make the students easier to understand the contents of the topic discussed.

The Findings of the Way the Patterns of Interaction Promote Students' Learning in EFL Classroom

Based on the observation in the teaching and learning process and interview to the teacher, it was known that the teacher applied the method in teaching and learning process to facilitate classroom interaction. She asked the students to be active in the classroom to get satisfying result in improving their English proficiency. She promoted and encouraged the students in the classroom discussion by applying types of language used in the classroom.

English-English Interaction

During the observation, English-English interaction was promoted more in the class. The teacher expected the target language could be applied to

communicate with the students by using simple expression. To achieve that goal, she initiated interaction in English by asking the students. She wanted her students to practice communicating in English started in a classroom. She only applied English interaction for simple communication such as greeting using display questions. For instance, here was the dialogue for the greeting.

<9>

T Good Morning, students!
Ss Good Morning, mom.
T How are you today?
Ss I am fine, and you?
T I am fine too. Thanks.
Ss Yes,
(ObsN1_3-8)

It seemed that the students had been familiar with the greeting since she did it as a repetitive for the students. They were familiar with the teacher's initiation and the interaction went smoothly. The students replied their teacher without any hesitation. It was simple, so the teacher was confidently speaking without translating it into Bahasa Indonesia.

Based on the interview, the teacher used English only for simple conversation that the students had been familiar with it. Moreover, she would expose more English to the students once they showed their interest to English. In fact, the students did not speak Bahasa Indonesia during the English class. Thus, English- English interaction was promoted. During the interaction, the teacher had more portions for speaking, since she dominated the initiation and gave the follow-up to the students' responses. The initiation could be in the form of asking question or giving incomplete information. Then, the students' responses could

be in the form of giving information, based on the students' ability in speaking. It was found that students also initiated the interaction by asking question as the response to what the teacher said. The teacher paid attention on the students' responses. As what has been stated above, the teacher interacted with her students in English since she wanted her students to learn. Here is the figure:

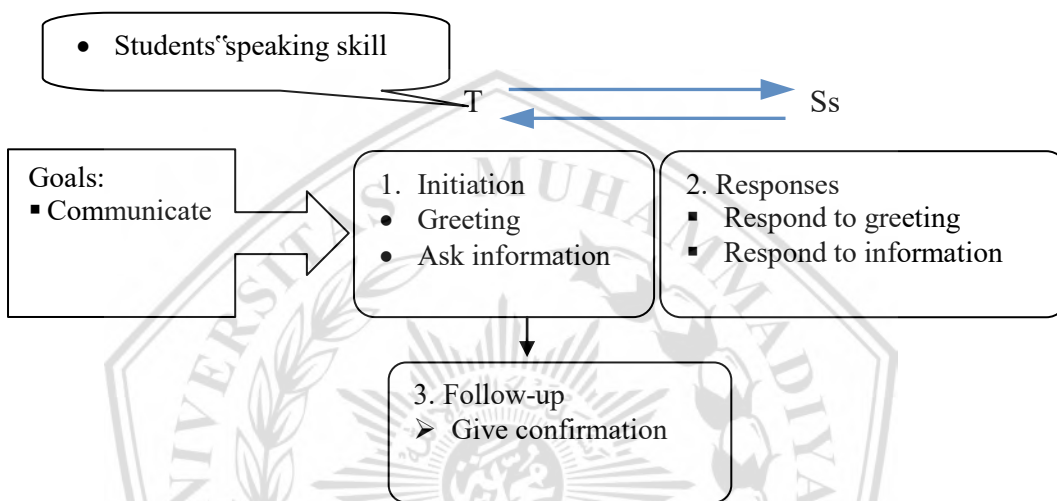


Figure 4.1 Concepts in English-English Interaction

English-Indonesia Interaction

In fact, English-English interaction did not always run well. Sometimes, the students did not respond what the teacher said. They were just silent and unmotivated. Consequently, the teacher would change her talk. Thus, sometimes the teacher decided to translate their talk to check students' understanding.

<10>

- T Is Danau Toba real? *Apakah Danau Toba nyata?*
 Ss No.
 T No, Danau Toba is a legend. *Danau Toba itu sebuah legenda. It's not real. Like Tangkuban Parahu, is it real?*
 Ss No,
 T Although there is a form of Tangkuban Parahu, but, is it possible someone kicks a boat to be a mountain?
 Ss Impossible, mom.

T Impossible!
(ObsN1_27-33)

Based on the dialogue above, although the teacher had switched her talk in Indonesia, she still expected the students to answer in English correctly. Thus, she asked for clarification. By emphasizing the answer, the students could know how to respond correctly in English language.

Once the students found difficulty to respond, the teacher would translate it. She understood that English was not used as students' communication in their daily life. Thus, she did not want to load the students to understand the language that they had not been familiar. Consequently, she considered that English could not be the only language used in English learning in the class. Here is the illustration.

<11>

T Now we talk about social function, What is social function? *Apa itu social function?*
Ss *Fungsi sosial*
T *Fungsi sosial*. What does it mean? *Apa maksudnya?*
Ss *Tujuan (goal)*
(ObsN1_34-37)

She believed that the students were not familiar with the word asked by the teacher. So, she translated it into Bahasa Indonesia. Moreover, building interaction using English and Bahasa Indonesia also happened when the teacher asked vocabulary. Here was the illustration.

<12>

T There are three generic structures of recount text; orientation, sequence of events, and reorientation. Well, we arise to the orientation first, orientation *itu apa?*
Ss Introduction (*perkenalan*)

T *Mengenalkan apa? Introduce what?*
 Ss *Tokoh (character)*
 T *Character, right. What else?*
 Ss *Place*
 T *Place, he eh.*
 (ObsN1_52-58)

Based on the description above, the interaction using English and Bahasa Indonesia could be presented in this figure.

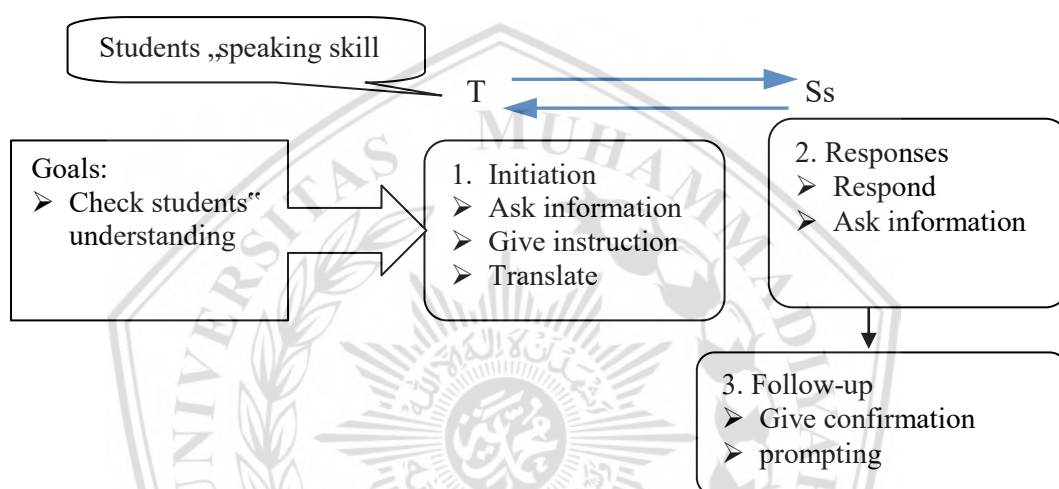


Figure 4.2 Concepts in English-Indonesia Interaction

Indonesia-Indonesia Interaction

The use of Bahasa Indonesia dominantly seemed when the teacher wanted to deliberate materials. The following is the illustration for using Bahasa Indonesia in classroom interaction.

<13>

Teks yang menceritakan tentang kejadian masa lalu yang nyata, kenapa di sini dikatakan nyata, karena kita juga pernah belajar naratif ya? kalau naratif juga kan menceritakan kejadian masa lalu tapi nyata tidak?

T The text tells about real events of the past, why is it said to be real? Because we ever learnt about narrative right? If the narrative also tells past event but real or not?

Ss *Tidak (No)*

T *Tidak, bedanya apa recount text dengan naratif teks? Nyata*

dengan tidak, contohnya naratif apa?

No, what is the difference between recount text and narrative text?

Real with not, what is the example of narrative?

Ss *Legenda* (Legend)
(ObsN1_15-18)

From the illustration above, it was seen that the students gave responses in Bahasa Indonesia. The teacher thought that by using English, the students felt difficult to understand. At the same time, the point of discussion was to enhance knowledge. Thus, the teacher decided to use Bahasa Indonesia to deliberate the instructions. The teacher highlighted the importance of maintaining students' motivation in understanding the topic being discussed.

Bahasa Indonesia was also used when the teacher linked the discussion with the students' real experiences to create nice atmosphere in the class discussion. Besides using media as a topic to discuss, the teacher also related what they were conversing about with the students' real life. Here is the illustration.

<14>

T *Betul, urutan. Sequence of events ini adalah urutan kejadian. Kalian cerita ke Monas, saya pergi ke Monas minggu lalu dengan teman-teman saya, itu masuknya apa? Sequence atau Orientation?*

Right, sequence. This sequence of events is the sequence of events. You told Monas, I went to Monas last week with my friends, what is it? Sequence or Orientation?

Ss *Orientation*

T *Kenapa orientation? (Why is it orientation?)*

Ss *Karena ada Monas. (Because there is Monas).*

(ObsN1_67-70)

Based on the illustration above, the teacher negotiated with the students about the task. The students respond naturally in Bahasa Indonesia. She interacted with her students to facilitate students' understanding. Based on the observation, it seemed that the teacher cared about the students' situation. She interacted with her

students to talk about the students' experiences and feeling. It was found that the teacher wanted to make sure that the students understood during the learning.

Here is the figure.

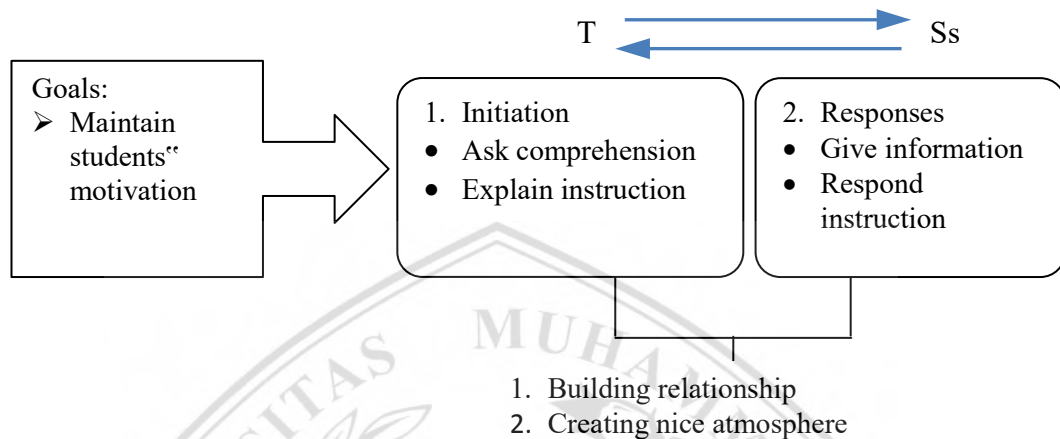


Figure 4.3 Concepts in Indonesia-Indonesia Interaction

Discussion

Based on the findings described above, there were two main themes concluded namely the aims of classroom interaction and the aspects of classroom interaction. Those two themes are presented as follows.

The Aims of Classroom Interaction

Ellis (1985) says whether it is a subject lesson or a language lesson, successful outcomes may depend on the types of language used by the teacher and the patterns of interactions occurring in the classroom. Classroom interaction existed when the teacher and her students exchanged their ideas. Based on the observation, the interaction was dominantly initiated by the teacher. As the teacher, she might have aims in mind when she acted in the classroom, including managing the classroom interaction with the students. Based on the data gathered, it was analyzed that the teacher supposed that the patterns of interaction were

aimed for promoting students' learning in EFL classroom and improving students' positive attitude toward learning.

Based on the observation, the teacher promoted students' learning to interact with her students. By exposing English to the students, the teacher expected that the students will gain it. It was more preferable to be called as acquisition process than learning process since it happened through „subconscious process“ (Krashen, 1981, 1982 in Ellis, 2008) during the interaction. On the other words, the teacher did not merely see English as a resource of communication but she also considered it as an input for language acquisition.

As a result, the students could improve their language skill as the implicit knowledge. It was in line with input hypothesis proposed by Krashen (1985, 1994 in Ellis 2008) in which through understanding input that contained structures a little bit beyond the students' current level of competence, the students might progress in acquisition. By acquiring language, the students could develop their speaking skill. Afterward, it was expected that the students could speak fluently.

Besides promoting students' learning in English language acquisition through exposing input in classroom interaction, the teacher also promoted acquisition through giving chance to the students for producing output. Producing output could be in the form of responding the teacher or initiating the ideas. The teacher considered that by producing output, the students might construct and create their understanding about the language. This was what Swain and Lapkin (1998) in Mackey (1999) called with collaborative dialogue in which the students

talk about the language they were creating composition that might be a source of second or foreign language learning.

Besides aiming to promote students' learning, the patterns of interaction were also aimed to improve the students' positive attitude toward learning. Attitude in this research referred to the students' participation and students' impetus. Firstly, in the classroom interaction, the teacher managed her students' behavior orally. It could be done by giving commands to the students, prompting them about time allocation, and giving verbal advice to the disobeyed students. Those actions were aimed to keep the students participated on the discussion. Pianta et al. (2012) also approve that interaction "promote positive behavior and prevent or terminate misbehavior in the classroom. If the behavior management was successfully done in class, the teacher achieved an efficient learning. Secondly, the teacher also improved students' attitude by communicating ideas e.g. sharing opinion and feeling in classroom interaction. She also spent a lot of time for talking about any ideas related to the students' behavior. Through sharing ideas, the teacher might know her students' condition. Once the teacher noticed that the students were feeling discouraged, she motivated her students verbally. This kind of affective supports may be beneficial for decreasing the students' language ego that can create a sense of fragility, defensiveness, and a rising of inhibitions (Brown, 2000). By creating supporting atmosphere, the students might feel comfortable in learning.

Moon (2000) states that if the students are happy, they will enjoy and enhance the benefit from their language learning. In other words, classroom

interaction might facilitate the teacher to increase the students' engagement and motivation. Then, the students will be active and more participated in learning English. The students' engagement toward learning would be higher if the obstacles were small. As a result, as recognized by the participants, the teacher considered that through the patterns of interaction, she could promote students' learning English language acquisition by exposing comprehensible input and facilitating the students to produce output, and improve students' positive attitude toward learning right way.

The Aspects of Classroom Interaction

Teacher talk

The teacher talk identified the utterance that produced by the teacher during doing interaction or the language typically used by the teacher in the process of teaching and learning. Based on the findings, the teacher talk dominated the classroom interaction. Kumpulainen & Wray (2002) say that the role of the teacher was more salient and explicit in the whole class period. She might have her own purposes when conveying a talk to the students. As a result, it made them showed different roles in classroom interaction during the learning process. Beside affected by the aims, the teacher talk exposed to the students was also affected by the students' ability. Brown (2000) points out that the students' ability affects the teachers in deciding which role that they play in classroom interaction.

Based on the observation, the teacher sited herself into three roles. Firstly, the teacher sited herself as a controller. She controlled the whole activity in the

class during the teaching and learning process. She decided what the students should prepare and deliberate. Brown (2000) says that teacher who plays this position can often predict the students' responses. Thus, it was reasonable if the patterns of interaction were found. She evaluated the students' response to be as same as what she reflected. Hence, she controlled everything to get the expected results. If there was no controller during the learning, the aims of learning could not be attained. Secondly, the teacher also sited herself as a manager. She managed all the elements that involved in the teaching and learning process. She guided the students to the objectives by informing the aims on the early meeting and kept monitoring by giving follow- up during the teaching and learning process. Here was the explanation for interaction patterns found during the observation. She also kept motivating the students' performance by appreciating students talk, accepting student's feelings, praising the student's performance, and using students' ideas. Thirdly, as a facilitator, she thought that the students might have the ideas already. Thus, she only needed to facilitate the learning and guide the students to find what should be learnt.

Besides considering different roles in classroom interaction, teacher also considered about the language used there. The teacher decided that the preference of language depended on the impetus, and the purpose of talk. Moon (2000) also supports it by stating that teachers vary widely in how much English they use in their classroom. It depended on how comfortable they recognized using English, the level of her students' language or the purpose of the talk.

Subsequently, the teacher should be thoughtful about her students' capability. English was aimed for acquisition course in which the language should be understandable. While Bahasa Indonesia was aimed for helping the students understand the unfamiliar thoughts.

Student Talk

Student talk could be used by the students to prompt their own ideas. They asked questions and communicate well in the classroom discussion until they acquired strong understanding. Based on the observation, when the students knew the answer, they responded to the teacher's questions spontaneously. Moreover, if the teacher asked about the students' experiences or real information, they directly responded by giving clear statements. The teacher expected that students responded easily only if they had fun on discussion. They also like to make adults happy (Cameron, 2001). Thus, they directly replied if they knew the answers.

On the other hand, the students continued quiet if they were not interested what the teacher taught. They also asked the teacher to explain again on what the teacher intended. Another fact was that students might choose their language to communicate with their friends. As a result, if they wanted to ask question or give comment, they would speak in Bahasa Indonesia.

CONCLUSION AND SUGGESTION

Conclusion

Concerning with the findings of the study, it could be concluded that the classroom interaction that occurred during the teaching learning process generally ran well. The teacher employed seven categories of teacher talks, there were:

deals with feeling, praises or encourages, jokes also laughter, used the ideas of the students, asking questions, gave information, gave directions requested and commanded, criticized students behavior, and criticized students response. While the student talk conveyed in the classroom included; students response specific, students response open-ended or students initiated, silence, and silence – AV.

The patterns of classroom interaction that were applied in the study were teacher-whole class interaction; it happened during the class discussion, and when the teacher conveyed learning material and gave instructions to all of students in the classroom, teacher-student interaction; this pattern of interaction happened when the teacher communicated with the student individually. And student-student interaction, that happened during the small group discussion among students.

The patterns of interaction could promote students' learning English language acquisition by exposing comprehensible input and giving chances to the students for producing output. By producing output, they might get the follow-up from the teacher. They could construct English language by themselves guided by the teacher. English language was not only seen as a mean of communication but it was also considered as language input for the students. It was used for simple interaction such as greeting, reminding, jokes, closing, and other simple conversation.

Through the patterns of interaction, the teacher also could improve the students' positive attitude towards learning by sharing ideas and feeling and training good communication with students resulted good correlation and positive

learning atmosphere in the classroom. As a result, the students could be more comfortable in learning English language, and the teaching and learning could be more attractive and innovative.

Suggestion

For the Teacher

In teaching English language especially in Senior High School level, the teacher should increase her talk, which includes acceptance of students' feeling, praises and encouragement, and acceptance or uses of the students' ideas. This is important because such talk has strong motivational impact on the students' learning. She needs to encourage, and gives chances to the students to initiate talk and construct their own learning, and also ask questions in the classroom interaction.

For the Students

The students should make themselves be active in the English engagement. In enhancing English language acquisition, they should create talk by asking questions to the teacher to express their ideas. By asking questions they can enrich their knowledge, and the target language can be acquired, and those who are interested in conducting similar research, they are recommended to analyze the use of non- verbal interaction. This study is focused more on the verbal interaction. In fact, non-verbal interaction between teacher and the students is also important to be conducted in EFL classroom.

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APPENDIX I
OBSERVATION'S FIELD NOTE

Day	Tuesday
Date	July, 25 th 2018
Time Allocation	45 minutes
School	MA Miftahul Ulum Demak
Grade	Eleventh
Number of Students	40

Setting:

The room is neither big nor small for 40 students. The space between the whiteboard and the students' table are small. There some windows on the left side so the room is not dark.

Students' Characteristics:

The students are smart and cooperative. They participated actively during the lesson.

No.	Subject	Script
The teacher comes into the class and prepares the materials. The teacher starts the lesson by greeting the students.		
1	T	<i>Assalamu'alaikum Wr. Wb.</i>
2	Ss	<i>Wa'alaikumussalam Wr. Wb.</i>
3	T	Good Morning, students!
4	Ss	Good Morning, mom.
5	T	How are you today?
6	Ss	I am fine, and you?
7	T	I am fine too. Thanks.
8	Ss	Yes,

9	T	Ok guys, today we are talk about this, what is it?
10	Ss	It is recount text.
11	T	What is recount text? Recount text is?
12	Ss	I don't know.
13	T	You don't know? This is recount text, recount text is a text retells about real past events. Apa itu?
14	T	<i>Real itu nyata, text yang nyata?</i>
15	T	<i>Teks yang menceritakan tentang kejadian masa lalu yang nyata, kenapa di sini dikatakan nyata, karena kita juga pernah belajar naratif ya? kalau naratif juga kan menceritakan kejadian masa lalu tapi nyata tidak?</i> The text tells about real events of the past, why is it said to be real? Because we ever learnt about narrative right? If the narrative also tells past event but real or not?
16	Ss	<i>Tidak (No)</i>
17	T	<i>Tidak, bedanya apa recount text dengan naratif teks? Nyata dengan tidak, contohnya naratif apa?</i> No, what is the difference between recount text and narrative text? Real with not, what is the example of narrative?
18	Ss	<i>Legenda (Legend)</i>
19	T	<i>Legenda, give me an example?</i>
20	Ss	<i>Baru Klinting, Jaka Tarub.</i>
21	T	<i>Ya, Baru Klinting dan Jaka Tarub itu termasuk ke naratif. Ada tidak sebetulnya Baru Klinting dan Jaka Tarub?</i> Yes, Baru Klinting and Jaka Tarub are included of narrative text. Actually are there Baru Klinting and Jaka Tarub?
22	Ss	<i>Tidak (No)</i>
23	T	<i>Gatut Kaca?</i>
24	Ss	<i>Tidak (No)</i>
25	T	<i>Tapi, kalau recount text ini nyata, it is about real, real past</i>

		<i>event, benar-benar nyata. Contoh nyata seperti apa sih?</i> However, recount text is about real, real past event, it is really <i>real</i> . The example of the real is?
26	Ss	Danau Toba
27	T	Is Danau Toba real? <i>Apakah Danau Toba nyata?</i>
28	Ss	No.
29	T	No, Danau Toba is a legend. <i>Danau Toba itu sebuah legenda.</i> It's not real. <i>Like Tangkuban Parahu, is it real?</i>
30	Ss	No,
31	T	Although there is a form of Tangkuban Parahu, but, is it possible someone kicks a boat to be a mountain?
32	Ss	Impossible, mom.
33	T	Impossible!
34	T	Now we talk about social function, What is social function? <i>Apa itu social function?</i>
35	Ss	<i>Fungsi sosial</i>
36	T	<i>Fungsi sosial</i> . What does it mean? <i>Apa maksudnya?</i>
37	Ss	<i>Tujuan</i>
38	T	<i>Social function ini adalah tujuan penulisan text. Buat apa sih orang menceritakan pengalamannya? Misalnya, kalian habis jalan-jalan ke Monas, kemudian kalian cerita sama teman-teman. Apa tujuan kalian menceritakan pengalaman kalian?</i> Social function is the purpose of writing the text. For what someone tells his experience? An example, you had been on vacation to Monas, and then you tell to your friends. What is your purpose telling your experience?
39	Ss	<i>sombong</i>
40	T	<i>Sombong?</i>
41	Ss	Sharing experience
42	T	Sharing experience and knowledge

43	Ss	<i>Menghibur</i>
44	T	<p><i>Menghibur</i>, entertain here, the word entertain means menghibur, kata lain dari entertain adalah kata amuse, jadi kalau kalian menemukan kata “amuse” ini sama dengan entertain. Entertain apa artinya?</p> <p><i>Menghibur</i>, entertain here, the word entertain means <i>menghibur</i>, entertain is the same meaning with amuse, so if we find the word “amuse” is same meaning with entertain. So, what is the meaning of entertain?</p>
45	Ss	<i>Menghibur</i>
46	T	<p><i>Ok, next, tadi untuk apa tujuannya?</i> (Ok, next, what is its purpose?)</p>
47	Ss	<i>Menghibur, bagi-bagi pengalaman</i>
48	T	Well, its purpose is to entertain the readers, and to retell past event. Alright, we come to generic structure. Generic structure itu apa sih?
49	Ss	<i>Struktur umum</i>
50	T	<i>Struktur umum apa?</i>
51	Ss	Structure of recount text
52	T	There are three generic structures of recount text; orientation, sequence of events, and reorientation. Well, we arise to the orientation first, orientation itu apa?
53	Ss	Introduction (<i>perkenalan</i>)
54	T	<i>Mengenalkan apa? Introduce what?</i>
55	Ss	<i>Tokoh</i> (character)
56	T	<i>Character, right. What else?</i>
57	Ss	Place
58	T	Place, he eh.
59	Ss	<i>Waktu</i>
60	T	<i>Biasanya yang ada di paragraph pertama adalah waktu,</i>

		<p><i>tokoh, dan tempat. Itu namanya orientation. Kemudian bagian kedua itu tadi apa?</i></p> <p>Commonly, in the first paragraph tells time, characters, and place. It is called orientation. Then the second part was?</p>
61	Ss	Sequence of events
62	T	Sequence of events itu apa? Event apa event?
63	Ss	<i>Kejadian</i>
64	T	<i>Kejadian, sequence?</i>
65	T	First, second, third, after that, apa itu?
66	Ss	<i>Urutan</i>
67	T	<p><i>Betul, urutan. Sequence of events ini adalah urutan kejadian. Kalian cerita ke Monas, saya pergi ke Monas minggu lalu dengan teman-teman saya, itu masuknya apa? Sequence atau Orientation?</i></p>
68	Ss	Orientation
69	T	<i>Kenapa orientation?</i>
70	Ss	<i>Karena ada Monas</i>
71	T	<i>Ada Monasnya, apa lagi?</i>
72	Ss	<i>Ada waktunya</i>
73	T	<i>Kapan terjadiannya?</i>
74	Ss	<i>Minggu lalu</i>
75	T	<i>minggu lalu ,next?</i>
76	Ss	<i>Ada tokohnya</i>
77	T	<i>Tokohnya siapa?</i>
78	Ss	<i>Saya</i>
79	T	<p><i>Saya dan teman-teman saya, itu orientation. Masuk ke sequence of events, kami berangkat hari minggu pukul 06 pagi menggunakan kereta api.</i></p> <p>My friends and I belong to orientation. Enter to the sequence of events; we depart on Sunday, at six o'clock in the</p>

		morning).
80	Ss	<i>Wihhhh, naik kereta api!</i>
81	T	<i>Kemudian kami tiba di Monas sekitar pukul 11 pagi, setelah kami beristirahat sebentar, kami berjalan-jalan di sekitar Monas.</i> Then we arrived at Monas at eleven o'clock in the morning, after we break for a moment, we walk around Monas.
82	T	<i>Disitu ada sequence atau urutan kejadian. Jadi supaya pembaca lebih mudah memahami cerita yang kita sampaikan, maka ceritakan event itu secara berurutan.</i> There is a sequence. In order the readers understand the story easier; tell the events sequentially.
83	Ss	<i>Iya lah, komik dong.</i>
84	T	Ok, the third of generic structure of recount text is reorientation. <i>Apa guys?</i>
85	Ss	Reorientation.
86	T	Apa itu Reorientation?
87	Ss	<i>Itu mom.....</i>
88	T	<i>Itu apa itu? Closing, reorientation itu adalah closing.</i>
89	Ss	<i>Penutup</i>
90	T	<i>Penutup, ending dari cerita tadi apa? Kami kembali pulang ke Semarang hari senin naik bis jam 08 pagi. Itu endingnya Kemudian biasanya dalam reorientation ini si penulis mengekspresikan feelingnya, feelingnya bagaimana dengan pengalamannya dia, apakah dia senang atau sedih?</i> Ending, What is the ending of that story? We backed home to Semarang on Monday at eight o'clock in the morning riding a bus. That is the ending. And then, usually in the reorientation the writer expresses his/her feeling, how does he/she feel in his/her experience, is he happy or sad?

		Silent, No Respond
91	Ss	<i>Sedih</i>
92	T	What is the meaning of <i>sedih</i> in English?
93	Ss	Disappointed, sad
94	T	Sad, disappointed is <i>menyesal</i> .
95	Ss	Oh sad, mom?
96	T	Depends on the writer which one he wants to write. Surely in this reorientation is the closing of the story. There is a feeling is submitted.
97	T	Next, <i>kemudian ada language feature, language feature apa?</i>
98	Ss	<i>Bahasa</i>
99	T	<i>Bahasa apa?</i>
100	Ss	<i>Tidak tahu, feature, bahasa yang sering digunakan.</i>
101	T	<i>Language feature itu apa?</i>
102	Ss	<i>Ciri kebahasaan</i>
103	T	Language feature. In the text, it sure there is a language feature. Language features used in recount text are: first using simple past tense, do you still remember simple past tense?
104	Ss	<i>Masih</i>
105	T	Let me ask you, why does recount text use simple past tense?
106	Ss	Telling past event
107	T	Right, telling past event.
108	T	In recount text there are connective and conjunction, because in recount text should be in sequence. So, it uses time connectives. And then, the last is adverb of time. What is adverb of time?
109	Ss	Circumstance of time, mom
110	Ss	<i>Adverb itu keterangan</i>
		Student silent, no respond
111	T	<i>Adverb itu kata, kata siapa ? Kata keterangan. Adverb of</i>

		time berarti?
112	Ss	<i>Keterangan waktu</i>
113	T	<i>Keterangan waktu itu contohnya?</i>
114	Ss	<i>Pagi, siang, sore, malam, hahaha</i>
115	T	This morning, last night, last week, last year etc. <i>Itu keterangan waktu. Bahasanya inggrisnya?</i>
116	Ss	Adverb of time
117	T	Adverb of time, <i>pinter anak ibu. Ok, ini satu contoh, sebuah contoh text recount. Who wants to read? Please who? Oke Lubab</i> Adverb of time, smart my student. Ok this is an example of recount text. Who wants to read? Please who? Oke Lubab
118	Ss	<i>Tidak kelihatan mom</i>
119	T	<i>Masa ga kelihatan. I can see it, not that the reason.</i>
120	Ss	<i>Bareng-bareng mom</i>
121	T	No!
122	Ss	<i>Satu baris aja mom</i>
123	T	No, one paragraph.
		One of the student reading the text
		Other students noisy
124	T	Hi, guys! Don't make so much noise! It disturbs your friends reading. If you cannot be silent, stand up in front of class until over. Come on listen your friend wants to read!
125	Ss	Ok, mom, sorry
126	T	Lubab, what is character?
127	S	Character is subject.
128	T	What do you mean of subject?
129	S	Actor of story.
130	T	Ok, character is the actor of the story.
131	T	Next, is there a circumstance of time in the story?

132	Ss	yes
133	T	Where?
134	Ss	Last holiday
135	T	Adverb of place?
136	Ss	Museum
137	T	Ada ya, sudah memenuhi syarat?
138	Ss	Ya
139	T	<i>Strukturanya sudah jelas, orientation disini, orientationnya sudah ada.</i> Now let's continue to the second paragraph.
		Teacher designate one of the female student to read
140	T	<i>Disini kita melihat ada action word. Action word itu kata kerja yang berupa tindakan. Apa action verb? Kata kerja yang kelihatan, seperti berjalan, lompat, memanjat dan sebagainya.</i> Here we can see action words. Action word is verb action. What is action word? A verb that is visible movement visible movement, such as walk, jump, climb, etc.
141	Ss	<i>Makan</i>
142	T	<i>Makan, minum, duduk, dan berdiri itu adalah action word.</i> Eat, drink, sit, and stand are action word.
143	T	<i>Terus tense yang digunakan apa?</i>
144	Ss	Simple past tense
145	T	<i>Simple past tense, Ok now comes to the third paragraph.</i> Anyone want to read?
		Teacher command one of the students to read the text
		One of the students read
146	T	<i>Thank you. Ada after lunch, ini adalah menunjukkan keterangan waktu.</i> There is after lunch, this shows using adverb of time.
147	Ss	<i>Pertama</i>

148	T	<i>Masih di hari pertama</i> , next paragraph Still in first day, next paragraph
		Teacher command one of the students to read the text
		One of the students read
149	T	Thank you. Is this under second day still the first day, is this happened? On the second day or still the first day? I was tired.
150	Ss	<i>Saya capek</i>
151	T	By the end of the day. <i>Berarti day nya kapan?</i>
152	Ss	<i>Masih kemarin</i> (Still yesterday)
153	T	<i>Masih the first day disini, kemudian disini ada sharing a next day, mempersiapkan untuk next day. Next day nya tidak diceritaka disini, hanya one day tapi in sequence, kemudian this is called, what is it?</i> Still the first day in here, then here is “sharing a next day”, prepare for next day. Next day is not described here, only first day but in sequence, then this is called, what is it?
154	Ss	Sequence of events
155	T	Sequence of events, <i>pinter</i> . <i>Ada closingnya tidak?</i>
156	Ss	<i>Ada</i>
157	T	What did he feel?
158	Ss	Happy
159	T	I enjoyed a lot. It shows he is happy. Good. Then, there are several recount texts, personal recount, biography recount, historical recount. Ok, Lana, what is personal recount?
160	Ss	<i>Cerita individu</i>
161	T	Ok, self-history, recount that tells about him himself, personal experience. It is called personal recount. Siti, do you understand?
162	Ss	Yes, mom, I understand.
163	T	Now, what is biography recount?

164	Ss	Profile of life.
165	T	<p>Ok, let's see the first. It's personal recount. <i>seperti yang kalian sudah tahu tadi personal recount itu adalah recount tentang seseorang, pengalaman tentang seseorang makanya disebut personal disini. Recount text which tells about personal experience. Apa itu experience?</i></p> <p>Ok, let's see the first. It is personal recount. As you know personal recount is about someone, someone's experience. So, it is called personal here. Recount text which tells about personal experience. What is experience?</p>
166	Ss	<i>Pengalaman</i>
167	T	Where do we usually find recount text about personal experience?
168	S1	In the book.
169	S2	<i>Buku apa?</i>
170	S1	Diary book.
171	S2	<i>Kapan kamu baca?</i>
172	S1	<i>Pas di perpustakaan dulu.</i>
173	T	Hello, don't speak yourselves!
174	Ss	<i>Oh kaciaaaaann...</i>
		Student laugh
175	T	Ok this one is an example of diary. Girls, I need Lubab to read.
		Lubab read the text
176	T	Ok thank you. This is a girl diary. Here we can see, there is past tense, right?
177	Ss	Right.
178	T	Lubab, what did she feel?
179	S	<i>Canggung, Bingung</i>
180	T	Awkward, Confuse, Disappointed, Not Confident, next

181	S	Ok boy!
		Male student read the text
182	T	<i>Ok apa maksudnya? What does it mean? tadi girl nya, sekarang yang boy. Apa katanya?</i>
183	Ss	I am Jus
184	Ss	<i>Jus melon</i>
		Student laugh
185	T	I am just. <i>Apa honor?</i>
186	Ss	Guru honor
		Students laugh
187	Ss	Honor itu serem mom.
188	Ss	Itu horor
		Students laugh
189	Ss	Honor?
190	Ss	Gembor
191	Ss	emm Lubab
		Student laugh
192	T	<i>Lubab, Don't say that!</i>
		Student laugh
193	Ss	Honour itu terhormat
194	T	<i>So what can you conclude from it? Kesimpulannya apa? saling suka tapi sama-sama ragu. Kalau cewek biasanya suka sama smart boy.</i> So, what can you conclude from it? What is the conclusion? The love each other, but, they equally doubtful. However, girls prefer a smart boy.
195	Ss	Iya iya
196	T	Ok, Next is biography recount, do you still remember?
		Bell rings
197	Ss	Alhamdulillah, istirahat..

198	T	Sebentar ya, siapa yang mau membaca? Wait a moment! Who wants to read?
		One of student read the text
199	T	<i>Biasanya yang ada di biography itu adalah orang yang terkenal, orang yang bisa kita belajar sesuatu dari dia, biasanya.</i> Usually in biography is a famous person, someone who we can learn something from him.
200	Ss	Bung Karno
201	T	Bung Karno, the first president of Indonesia. We know what does biography look like? Telling the life of a person start from beginning of life, from when and where was he born? In what family was he born? Then, how was his achievement. The end of his life, what award did he reach? Those are in biography. Next, historical recount, what is historical recount?
202	Ss	<i>Cerita sejarah</i>
203	T	<i>Apa itu sejarah?</i>
204	Ss	<i>Bersejarah</i>
205	T	<i>Ketika kalian membaca buku sejarah disitulah historical recount. Any Question? Understand?</i> When you read history books that is historical recount. Any question? Understand?
206	Ss	Understand!
207	T	Really?? What is recount text?
		Student silent, not respond
208	T	Apa sih recount text?
209	Ss	<i>Cerita yang nyata</i>
210	T	<i>Cerita yang nyata, kapan terjadinya?</i> Real past event, when did it happen?
211	Ss	<i>Masa lalu</i>

212	T	<i>Masa lalu, kisah yang nyata tentang seseorang di masa lalu, itu namanya recount text. Ada berapa jenis recount text?</i> Past event, the real story about someone in past event, that is called recount text. How many types of recount text?
213	Ss	<i>Tiga</i>
214	T	<i>Tiga, apa saja?</i> Three, what are they?
215	Ss	Personal, biography, historical recount text
216	T	Very good
		Student cheering and clap hand
217	T	Any question?
		One of students raised her hand and ask to the teacher
218	Ss	Ya
219	Ss	<i>Semua recount text itu menggunakan simple past tense ya mom?</i>
220	T	<i>Ya utamanya simple past tenses, tapi, bisa menggunakan tenses lain seperti present perfect. Any other questions?</i> Yes, the main is simple past tense, but, we can use other tense like present perfect. Any other questions?
221	Ss	No no no
222	T	No no no, well, thank you! Actually there is a bit exercise but we have no time.
223	Ss	<i>Istirahat mom?</i>
224	T	Iya istirahat, sabar! Ok, please open your book page 30 as your homework!
225	Ss	<i>Halaman berapa mom? 30 ya?</i>
226	T	Yes, 30. Page 30. Look at activity 4, task 2. It is your homework, what should you do?
227	Ss	<i>Menentukan struktur.</i>
228	T	<i>Ya, menentukan struktur teks.</i>

		Yes, determine the text structure.
229	Ss	Yes
230	T	Thank you very much for coming. See you next week. <i>Assalamu'alaikum Wr. Wb.</i>
231	Ss	<i>Wa'alaikumussalam Wr.Wb.</i>
The teacher ends the course by giving homework.		



APPENDIX 2
OBSERVATION'S FIELD NOTE

Day	Wednesday
Date	July, 26 th 2018
Time Allocation	45 minutes
School	MA Miftahul Ulum Demak
Grade	Eleventh
Number of Students	40

Setting:

The room is neither big nor small for 40 students. The space between the whiteboard and the students' table are small. There some windows on the left side so the room is not dark.

Students' Characteristics:

The students are smart and cooperative. They participated actively during the lesson.

No.	Subject	Script
The teacher comes into the class and prepares the materials. The teacher starts the lesson by greeting the students.		
1	T	<i>Assalamu'alaikum Wr. Wb.</i>
2	Ss	<i>Wa'alaikumussalam Wr. Wb.</i>
3	T	Good Morning, students!
4	Ss	Good Morning, mom.
5	T	How are you today?
6	Ss	I am fine, and you?
7	T	I am fine too. Thanks. What today is the topic? Or last week? How many text

8	Ss	Eleven
9	T	Ok, text eleven. Now read the dialogue using expression of love and sadness. Read aloud in front of the class. Situation, a little girl and her father have been left by her father for two years without any news. So, i want you to practice in front of class with your friend you understand?
10	Ss	Yes mom.
11	T	(teacher and student translate the text together)
12	T	In the bracket, the situation a little girl and her mother. Number asks in her father and mother. Number 2 ask in where is father now?
13	Ss	<i>Ayahnya dimana?</i>
14	T	Father is working in
15	Ss	<i>Ayahnya bekerja di</i>
16	T	Number 3. Does her mother think that her father is criminal?
17	Ss	(students translate the text)
18	T	Mother expects that is not true.
19	Ss	(students translate)
20	T	Number 4. Ask when her father come home?
21	Ss	(students translate)
22	T	Number 5. Her father will come home three months later.
23	Ss	(students translate)
24	T	Then, from this situation i want you to come with your friend to practice in front of your friend or class.
25	Ss	Yes mom.
26	T	Ok, learn the dialogue in 5 minutes.
	 (5 minutes)
27	T	Are you ready?
28	Ss	Yes mom.
29	T	Oc, come forward.

	 (students practice the dialogue)
30	T	Enough? <i>cukup?</i>
31	Ss	Yes mom.
32	T	Next page twelve. Fill in the blank with expression in the bracket. Number 1. Teacher and brother.
33	S	Teacher you look up set, what's the problem? (sadness)
34	Ss	<i>Kamu terlihat gusar, apa masalahnya?</i>
35	T	<i>Itu dalam kurung ungkapannya sadness. Jadi apa?</i>
36	Ss	I'm sad.
37	T	Ya, I'm sad. My father is in hospital.
38	T	I'm sure he will good very soon.
		Number 2.
39	T	Mother, we don't know what our life will be without you. <i>Ungkapannya love.</i>
40	Ss	(students translate)
41	T	Ungkapan love <i>berarti ?</i>
42	Ss	I love you.
43	T	Ya, I love you.
44	T	Oke, number 3.
45	T	Lana, you are not only pretty but also very kind.
46	Ss	(students translate)
47	T	<i>Ok, di situ ada tanda tanya. Apa berarti?</i>
48	Ss	<i>Mengapa kamu suka padaku? Why you love me?</i>
49	T	<i>Ok, berarti pake why do you love me? Jangan why you love me? kenapa pakai do ?</i>
50	Ss	<i>Karna subjeknya you.</i>
51	T	<i>Ya, kenapa di situ ada do? karna subjeknya you. Jadi pake do.</i> Do you understand?
52	Ss	Yes mom.
53	T	Number 4. Sadness.

54	T	I'm really sad. What's wrong? I got five for English and math.
55	Ss	(students translate)
56	T	<i>Iya, terus kira kira respond dari ungkapan seperti itu apa?</i>
57	Ss	Don't be sad.
58	T	Iya, don't be sad.
59	T	Ok, number 5. Friendly is speaking. I cannot wait you.
60	Ss	(students translate)
61	T	<i>Iya, I love you.</i>
62		Ok, any question?
63	Ss	Yes
64	T	Any question?
65	Ss	No
66	T	<i>Silahkan kalau ada pertanyaa. Mau tanya apa?</i>
67	T	<i>Ok, kalau tidak ada pertanyaan, the expression of love and sadness</i>
68		I think enough.
69	Ss	Yes.
70	T	Next page 13.
71	T	Practice the following question and answer. <i>Jadi dibaca pertanyaan dan jawabannya. Jadi kalau pertanyaannya seperti ini.</i>
72	T	Read first and then you follow.
		Number 1.
73	S1	Are you sad?
74	S2	No. I'm not.
75	S1	Are you happy?
76	S2	Yes. I'm
77	S1	Why are you happy?
78	S2	Because I'm healthy. So I can study, eat, drink, and so on.

79	S1	What do you like?
80	S2	I like lesson. But i like English best.
81	S1	Who teacher teaches English.
82	S2	Mr. Anwar does.
83	S1	Does he love you?
84	S2	Yes, he does.
85	S1	Do you have been?
86	S2	No, he doesn't.
87	S1	Why do you love him?
88	S2	Because he is patient and fanny.
89	S1	How do you feel when you get bad mark on English?
90	S2	I feel sad.
91	S1	How do you feel when you get good mark on English?
92	S2	I feel happy
93	S1	When your friend says "I am really sad "what is your respond?
94	S2	Cheer up please, don't be sad, and be happy please.
95	S1	What will you say to express sadness?
96	S2	I am sad
97	S1	Who do you love best?
98	S2	Prophet Muhammad SAW.
99	S1	Why do you love him best?
100	S2	Because he has given good examples to us.
101	S1	When someone says to you "I love you ", what is your respond?
102	S2	I love you to. Oh i think we are just friend.
103	S1	On holidays, where do you like?
104	S2	I like going to book store.
105	T	<i>Selanjutnya untuk yang ini dan bahasa indonesia ditranslate ke bahasa inggris.</i>

106	T	- <i>Kenapa kamu kelihatan sedih? What do you say in English? bahasa inggrisnya gimana?</i>
107	Ss	Why do you look sad?
108	T	Why do you look so sad?
109		- <i>Aku mencintaimu bu.</i>
110	Ss	I love you mom.
111	T	<i>Kau adalah orang terpenting dalam kehidupanku.</i>
112	Ss	You are the most important person in my life.
113	T	<i>Sekarang tulis di bukunya siapa yang paling anda cintai dan mengapa anda mencintainya?</i>
114	T	Any questions?
115	Ss	No no no
116	T	No, we stop the topic today ya? I repeat any questions?
117	Ss	<i>No</i>
118	T	No, do you understand? Any questions? Maya? No? <i>Gak ada pertanyaan?</i>
119	Ss	<i>No</i>
120	S	I do understand.
121	Ss	No, miss
122	T	<i>Gak ada pertanyaan?</i>
123	Ss	No
124	T	No? Ok, I think enough. See you again. <i>Assalamu'alaikum Wr. Wb.</i>
125	Ss	<i>Wa'alaikumussalam Wr.Wb.</i>
The teacher ends the course without giving homework.		

APPENDIX III
INTERVIEW GUIDE

No.	Script
1	<p>Sudah berapa lama Anda mengajar? Saya sudah mengajar di Sekolah ini sekitar limabelas tahun.</p> <p>For how long have you been teaching? I have been teaching in this school about fifteen years.</p>
2	<p>Strategi apa yang Anda terapkan saat mengajar siswa Anda? Strategi yang saya terapkan dalam proses belajar mengajar adalah pendekatan pemecahan masalah, ini bertujuan bahwa siswa akan mendapatkan bekal pengalaman yang amat berguna bagi kehidupannya kelak.</p> <p>What strategies do you apply when teaching your students? The strategy that I applied in the teaching and learning process was a problem-solving approach, it was intended that students would get the provision of experience that is very useful for their future lives.</p>
3	<p>Seberapa efektifkah strategi interaksi Anda? Dengan pendekatan terhadap siswa akan sangat efektif, karena saya dapat memahami kemauan siswa.</p> <p>How effective are your interaction strategies? The approach to students will be very effective, because I can understand the willingness of students.</p>
4	<p>Apakah anda selalu menggunakan bahasa Inggris dalam mengajar? Tidak, saya menggunakan bahasa Inggris dalam bentuk percakapan pendek saja yang mana siswa sudah familiar dengan ungkapan-ungkapan tersebut.</p>

	<p>Do you always use English in teaching?</p> <p>No, I use English in the form of short conversations where students are familiar with these expressions.</p>
5	<p>Dukungan apa yang Anda terima di sekolah agar efektif dalam interaksi Anda dengan siswa Anda?</p> <p>Penekanan dari kepala sekolah dengan memberikan fasilitas tempat belajar yang nyaman dan representative.</p> <p>What support do you receive at school in order to be effective in your interactions with your students?</p> <p>Pressure from the principal by providing comfortable and representative learning facilities.</p>
6	<p>Mengapa perlu mempertahankan hubungan baik dengan siswa Anda?</p> <p>Dalam proses belajar mengajar sangat perlu mempertahankan hubungan baik antara guru dan siswa, karena hal itu merupakan strategi guru agar pembelajaran menjadi efektif dan kamunikatif.</p> <p>Why is it necessary to maintain a good rapport with your students?</p> <p>In the teaching and learning process it is very necessary to maintain good relations between the teacher and students, because it is the teacher's strategy so that learning becomes effective and creative.</p>
7	<p>Apa yang Anda pertimbangkan ketika menempatkan siswa Anda dalam kelompok?</p> <p>Belajar berkelompok bertujuan membangun semangat, kekompakan dalam belajar, membangun komunikasi, dan berinovasi dalam mengajar.</p> <p>What do you consider when putting your students in groups?</p> <p>Group learning aims to build enthusiasm, cohesiveness in learning, build communication, and innovate in teaching.</p>
8	<p>Bagaimana Anda menghadiahi siswa Anda yang ambil bagian dalam</p>

	<p>diskusi kelas?</p> <p>Biasanya saya memberikan hadiah kepada siswa yang aktif dalam proses belajar mengajar dengan cara memberikan pujian, memberikan motivasi and terkadang souvenir.</p> <p>How do you reward your students who take part in class discussions?</p> <p>Usually I give gifts to students who are active in the learning process by giving praise, giving motivation and sometimes souvenirs.</p>
9	<p>Bagaimana Anda bermaksud meningkatkan interaksi Anda?</p> <p>Biasanya saya meningkatkan interaksi dengan siswa dengan cara sering berkomunikasi secara intensif sehingga tidak ada jarak antara guru dan siswa, sehingga mereka tidak takut menyampaikan pendapat atau pertanyaan kepada guru.</p> <p>How do you intend to improve your interaction?</p> <p>Usually I increase interaction with students by often communicating intensively so that there is no distance between the teacher and students, so that they are not afraid to express opinions or questions to the teacher.</p>
10	<p>Mengapa perlu menciptakan iklim positif di kelas Anda?</p> <p>Menciptakan iklim yang positif di kelas merupakan hal yang sangat perlu dilakukan supaya pembelajaran lebih efektif dan nantinya akan tercapai tujuan pembelajaran.</p> <p>Why is it necessary to create a positive climate in your classroom?</p> <p>Creating a positive climate in the classroom is a very necessary thing so that learning is more effective and later learning objectives will be achieved.</p>
11	<p>Bagaimana Anda menyediakan lingkungan yang hangat di kelas Anda?</p> <p>Dalam mengajar perlu adanya inovasi sehingga dalam pelaksanaannya antara guru dan siswa akan terjalin komunikasi yang interaktif dengan</p>

	<p>demikian siswa akan merasa nyaman, dan merasa diperhatikan.</p> <p>How do you provide a warm environment in your class?</p> <p>In teaching there needs to be innovation so that in the implementation between teachers and students there will be interactive communication so students will feel comfortable, and feel cared for.</p>
12	<p>Bagaimana Anda memastikan bahwa siswa Anda memahami isinya?</p> <p>Untuk mengetahui bahwa siswa benar-benar memahami apa yang saya sampaikan itu dapat dilihat dari keaktifan siswa dalam proses belajar mengajar, tanya jawab dan umpan balik.</p> <p>How do you make sure that your students understand the content?</p> <p>To find out that students really understand what I am saying it can be seen from the activity of students in the teaching and learning process, question and answer and feedback.</p>
13	<p>Bagaimana Anda tahu bahwa siswa Anda tertarik dengan kelas Anda?</p> <p>Untuk mengetahui bahwa siswa benar-benar tertarik dengan kelas saya itu dapat dilihat dari respon siswa atau suasana di dalam kelas.</p> <p>How do you know that your students are interested in your class?</p> <p>To find out that students are really interested in my class that can be seen from students' responses or the atmosphere in the classroom.</p>
14	<p>Bagaimana Anda menangani umpan balik individu?</p> <p>Saya menangani umpan balik secara individu dengan cara merespon positif, menganalisa, menjelaskan permasalahan, dan menjawab pertanyaan-pertanyaan siswa.</p> <p>How do you handle individualized feedback?</p> <p>I handle individual feedback by responding positively, analyzing, explaining problems, and answering student questions.</p>