AN ANALYSIS OF TEACHER'S INTERACTION STRATEGIES IN TEACHING ENGLISH AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English

Written By:

RAHMADANI SAFITRI LUBIS
Reg. No. 12 340 0030

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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Written By:

RAHMADANI SAFITRI LUBIS
Reg. No. 12 340 0030

Advisor I

Dr. Magdalena, M.Ag
NIP. 19740319 200003 2 001

Advisor II

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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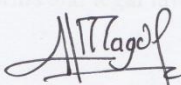   Padangsidimpuan

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    After reading, studying and giving advice for necessary revision on thesis belongs to Rahmadani Safitri Lubis, entitle ***An Analysis of Teacher's Interaction Strategies in Teaching English at Grade X SMA Negeri 5 Padangsidimpuan***, we *assume that the thesis has been acceptable to complete the requirement to fulfill for* the Graduate Degree of Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
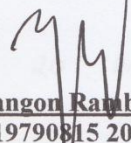
    Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty *IAIN Padangsidimpuan. Thank you.*

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Advisor I	**Advisor II**
Dr. Magdalena, M.Ag	**Sojuangon Rambe, S.S., M.Pd**
NIP. 19740319 200003 2 001	**NIP.19790815 200604 1 003**

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Registration Number : 12 340 0030

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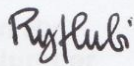
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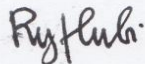|	
Name	: RAHMADANI SAFITRI LUBIS
Reg. No.	: 12 340 0030
Faculty/Department	: Tarbiyah and Teacher Training Faculty/English Education Department
Thesis	: **AN ANALYSIS OF TEACHER'S INTERACTION STRATEGIES IN TEACHING ENGLISH AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN**

Chief,

RyfLubi

Rayendriani Fahmei Lubis, M.Ag.
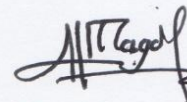NIP. 19710510 200003 2 001

Secretary,

Dr. Magdalena, M.Ag.
NIP. 19740319 200003 2 001

Members,

RyfLubi

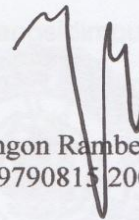Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Dr. Magdalena, M.Ag.
NIP. 19740319 200003 2 001

Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

Sojuangon Rambe, S.S., M.Pd.
NIP. 19790815 200604 1 003

Proposed:

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RELIGION MINISTRY REPUBLIC OF INDONESIA
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan 22733
Telepon. (0634) 22080 Fax. (0634) 24022

LEGALIZATION

Thesis   : AN ANALYSIS OF TEACHER'S INTERACTION
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Written By   : RAHMADANI SAFITRI LUBIS
Reg. Number   : 12 340 0030
Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/ TBI-1

The Thesis have been accepted as a partial fulfillment of the requirement for the

Graduate Degree of Education (S.Pd) in English Program.

Padangsidimpuan,   June 2017
Dean

Hj. ZULHIMMA, S.Ag., M.Pd.
NIP. 19720702 199703 2 003

Name   : **Rahmadani Safitri Lubis**
Reg. No   : **12 340 0030**
Faculty   : **Tarbiyah and Teacher Training Faculty**
Department   : **English Education (TBI-1)**
Title of Thesis : **An Analysis of Teacher's Interaction Strategies in Teaching English at Grade X SMA Negeri 5 Padangsidimpuan"**

ABSTRACT

This research focused on an analysis of teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan. The aim is to analyze teacher talk in classroom interaction based on Foreign Language Interaction Analysis (FLINT)) system which adapted from Moskowitz that consists of deals with feeling, praises or encourages, uses ides of student, asks question, gives information, corrects without rejection, gives direction, criticize students behavior, and communicates criticism.

The purpose of this research were to know teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan. The method of this research was qualitative research. Two teachers have been chosen. They were Mr. M with his class X-4 and Mrs. R with her class X-1. As the instrument for collecting the data the researcher used observation and interview. Technique of analyzing data was triangulation.

After analyzing the data, the researcher found that the teacher's interaction strategies in teaching English at SMA Negeri 5 Padangsidimpuan which has been most done by teacher based on Foreign Language Interaction Analysis (FLINT) system. They were: Asks question, gives direction, gives information, praises or encourages, jokes, deals with feeling, and criticizes student behavior.

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The researcher realizes that this thesis cannot be considered perfectly without critiques and suggestions from the readers. Therefore, it is such a pleasure for her to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 20 April 2017
Writer,

RAHMADANI SAFITRI LUBIS
Reg. No. 12 340 0030

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Interaction is an important word for teacher. Interaction is related to communication. "Since interaction is the heart communication is an era of communicative language teaching, it is what communication about. We send message, we receive them, we interpret them in context, we negotiate the meaning, and we collaborate to accomplish certain purpose."[1] After several decades of the research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself.

Creating of interaction language classroom is an initiation of interaction by the teacher. Teacher got ability to control the students while doing the learning English process during the classroom interaction. It is initially by communicating language teaching.

The communication among students and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environmental. Teacher will communicate to student trough interaction.

The teacher just will do the research through looking at the exploratory process during whole classroom teaching. It means that the researcher only needed to the note the interactions between teacher and students, what is

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[1]H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* (New Jersey: Prentice Hall Regents, 1994), p. 159.

happening between teacher and students in classroom during teaching in English. After that, it will describe it into words. Then, adding some teacher's problems from other book. Without making and finding out teacher's mistakes and problems. So, it will be like the teacher has always bad side. But the researcher just did the processing of exploratory due to add some information during learning process.

Like the researcher found that the teacher would do like the mistakes more less than seven in learning, such as taking a short way in learning, waiting the student to behave negatively towards students.[2] So, those are some mistakes that can be done by the teacher.

During the classroom interaction, the researcher has been gone to SMA Negeri 5 Padangsidimpuan and participated twice through listening and seeing to was going on in the classroom. Then found out some interactions between teacher and students. The interaction will describes as follows:

First, the teacher gave the material in a half of the times lesson. Students did the chitchatting with their seatmate, plying with their mobile, and also doing daydreaming.

Second, teacher gave the subject material that written on the book without more giving explanation deeply, and without giving the examples that related to. Due to the subject has been learnt in junior high school like Simple Past Tense

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[2]Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Sistem Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru,* (Jakarta: PT. Rajagrafindo Persada, 2007), p. 42.

which is about Cinderella story. So, the teacher just ask the students to read once about the story and answering the question directly without giving more explanation.

Third, process of learning material is too seriously. Students would make excuse to go to the bathroom and longer round out of class. Due to, teacher very engaged to students unconsciously. They just gave lesson, question, pair work, without making noise.

Next, while entering the classroom, teacher asked to students directly if there is homework or not. Then, asking students to open the previous lesson without giving motivation first. Motivation is important to make students is motivated and diligent to student more.

Then, the teacher just asking the student who smart and diligent in the classroom, such write on the write board in front of the class, reading the book/material, taking absent list to office. The teacher just gives one or two chance to other student to answer the question. If they could not answer it, the teacher gave the chance back to students who get the ranking in class.

After that, teacher continues the lesson if there is no student to ask question that related to material, less interested and focused in learning. Some of the just make quit ask question, more less two or three persons. Sometimes nobody would give question to teacher.

Last, teacher gives often the task then just gave the explanation around fifteen minutes and directly gave the task without more explanation, like, "open

your book, page 103 and they do the task, …". These are some problems that founded during the classroom interaction in the teaching. So, teacher must participate, engage, make collaborate with students through interaction to make the class effectively and more alive.

Basically a good learning process requires a process of interactions by all the relevant components in the classroom, both are between teacher and students or among students itself.

The interaction between students and teacher is established when a teacher talks to the whole class at the same time. He/she takes the role of the leader or controller and decides about the type and process of the activity. This situation, teacher more talks the students.

Teacher's interaction is an important part in teaching English. In this situation, the teacher will lead the class during the learning process. The teacher has an authority to take the chance to speak every important thing that suitable with the learning material. Teacher's interaction can influence students' interest to the learning process.

Teacher's interaction could not be separated from the role of the teacher in simply to organize the classroom. The major roles of the interactive teacher include the roles of a controller, a facilitator, a director, a manager, a resource.[3] Teacher's roles are very able to gain communication skill between teacher and student. In addition, teacher's role is the main factors in success of English

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[3]*Ibid*., p. 167-168.

language education in schools. In doing so, the teacher may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of the students learned that they can get bored easily. It is important to consider what kind of strategy can be used to make teacher – relationship alive during the classroom interaction.

Based on problems which has been stated above, the researcher takes the teacher talk in on the teacher's interaction strategies to get the effective learning teaching in English during the classroom interaction. Categorized based on Foreign Language Interaction Analysis (FLINT) system to describe the teaching and learning process to the classroom language. These are the follows: deals with response verbatim, gives information, corrects without rejects, gives direction, criticize student's behavior and student response.[4]

Teacher mostly used teacher talk while processed learning English to the students during the classroom interaction and used to participate with. In shorten, teacher talked more and students talked less. For example, Lingard, Hayes, and Mills noted[5] that teachers talk more and students talk less. We also know that English Language learners in many classrooms are asked easier questions or no questions at and thus rarely have to take in the classroom. But

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[4]H. Douglas Brown, *Teaching by Principle: an Interactive Approach To Language Pedagogy,* Second Edition, (New York: Longman, 2001), p. 165.

[5]Lingard and friends, Why Talk Is Important in Classroom, (USA: Prentice Hall, 2000), taken from *www.Ascd.org/publications/books/08035/chapters/why/talk/is/importantin-classroom.aspx,* retrieved at August 09, 2016.

now, the researcher got observation that most of teachers become passive in processed learning teaching during the classroom interaction.

Teacher use aspects of Foreign Language Interaction Analysis (FLINT) rarely, mostly just use some are likely use giving the information and giving direction of teacher talk in teacher interaction. So, the researcher's aim is to analyze teacher talk in classroom interaction based on Foreign Language Interaction Analysis (FLINT) to get effective classroom interaction. The method which is used in this research is descriptive method.

Based on the explanation above, the researcher decided to conduct a research on the title "AN ANALYSIS OF TEACHER'S INTERACTION STRATEGIES IN TEACHING ENGLISH AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN".

B. **Focus of the Problem**

The researcher did the limitation of the problem was to analyze the Teacher Talk in teaching English based on Foreign Language Interaction Analysis (FLINT) system which adapted from Moskowitz.

C. **Formulation of the Problem**

Based on the background of the research, the problem can be formulated as follows: How was teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan?

D. Purpose of the Problem

The purpose of the research was to know teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan

E. Significances of the Research

1. Headmaster, it will be useful to add the information about how the teacher's interaction should be done.

2. Teacher, it will be useful to be guidance for the teacher to make good interaction in the classroom

3. Students, it will be useful to be easier to communicate between teacher and students.

4. Other researcher, it can be information to do more which related to this problem.

F. Definition of Terminologies

1. Teacher

Teacher is a person who gave or taught knowledge to the students. Teacher is a person who gives us knowledge in front of the classroom. According to National Education System, teacher is special educators with teaching duties in elementary and secondary in higher education.[6] So, the teacher is the main role who gives knowledge to students in front of the class in higher education.

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[6]Syarifuddin and Basyiruddin Usman, *Guru Professional dan Implemntasi Kurikulum,* (Jakarta: Ciputat Pres, 2002), p. 7-8.

Lawrence D. Hazkew and Jonathan C. Mc lendon in Hamzah B.Uno states that teacher is professional person who conducts classes.[7] Whereas Jean D. Grambs and C. Morris Mc Clare in same page also states that teachers are those person who consciously direct the experiences and behavior of an individual so that education takes places.[8]

So, teacher is a person who takes a lead of the major of the class consciously where the teacher can lead the learning process and guide the students during the learning process.

2. Interaction Strategy

Interaction strategy is an activity where two or more people communicate each other. It has similarly with Brown relates interaction to communication: stated that interaction is all about.[9]

In generally, strategy can define as an attempt which is done by a person organization to achieve the goals.[10] In *Kamus Besar Bahasa Indonesia (KBI)*, "Strategy is a good planning of activities to achieve the specific goals (Desired)."[11] So, interaction strategy is the strategy which processing of activities to communicate each other and to achieve a goals in teaching process, and also the important in human life especially in learning process to

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[7]Hamzah B. Uno, *Profesi Kependidikan, Problema, Solusi, dan Reformasi Pendidikan di Indonesia*, (Jakarta: PT. Bumi Aksara, 2012), p. 15.
[8]*Ibid*., p.15.
[9]H. Dauglas Brown, *Log. cit.,* p. 165.
[10]Handani, *Strategi Belajar Mengajar,* (Bandung: Alfabeta, 2002), p. 18.
[11]*Ibid*., p. 18

get people attention. Interaction strategy can decide whether the learning process good or not. it is also can increase students' interest to the material.

3. Teaching English

Cambridge International Dictionary of English in Jeremy Harmer defines, "The teaching means to give (Someone) knowledge or instruction or train (Someone)".[12] So teaching English is giving knowledge about English to the students so the students know what English is. Further, teaching English is the activity to give the knowledge and train the students to not only know about English but also to be able to speak English and apply it in their daily life.

G. Outline of Thesis

The researcher gave the outline of the research would be divided into five chapters. Each of chapter consisted of many sub chapters, to help the readers to understand the research, as follow:

Chapter one is about introduction, consists of background of problem, focus of the problem, formulation problem, purpose of the research, significances of the research, definition of the terminologies and outline of thesis.

Chapter two is about theoretical description, which was about teachers, strategies, which is definition of teacher, the roles of the teacher in classroom, definition of interaction strategies, the types of interaction strategies, interaction

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[12]Jeremy harmer, *the Practice of English Language Teaching,* Third Edition, (UK: Cambridge, 2002), p.56.

principle, definition teaching English, interaction analysis, teacher talk, foreign language interaction analysis (FLINT) system and review of related finding.

Chapter three is about research methodology, consists of time of the research, kinds of time of the research, the sources of the data, instruments of collecting data, the technique od data analysis, and the technique of data trustworthiness.

Chapter four is about the result of the research, consists of findings discussion.

Chapter five are about conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. **Theoretical Description**

1. **Teacher**

   a. **Definition of the Teacher**

   Teacher is name given to someone who give or teach knowledge to the students. Teacher is also a person who takes a lead of the major of the class consciously where the teacher can lead the learning process and guide the students during the learning process. In the other hands, teachers use to to describe what they do. Sometimes they say they are like actors because thay said that they are always on the stage (in frot of the class), who entertain the student with giving knowledge and intercation with.

   There are many perceptions about teacher. Accornding to Ahmad Sabri, "Teacher is a major holder in teaching and learning proces."[1] Then, Usman stated, "Teacher is a jo or profesional who has had especially skill."[2] Differ with national educational system, stated that teachers are special educators with teaching duties, elementary and secondary education in higher education it is called the lecturer.[3] So, simply that tecaher is a person who leading the teahing and give the education to others.

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[1] Ahmad Sabri, *Strategi Belajar mengajar and Micro Tecahing,* (Jakarta: Quantum Teaching, 2005), p. 68.

[2] Moh. User Usman, *Menjadi Guru Profesional*, (Bandung: Rosda Karya, 2006), p. 5.

[3] Syarifuddin and Basyiruddin Usman, *Op.cit.,* p. 7-8.

b. The Roles of the Teacher in the Classroom

Teacher can play many roles in the course of teaching. Rebecca pointed out that teacher traditionally expect to be viewed as authority figures, identified with roles like parent, instructor, director, manager, judge, leader, evaluator, controller, and even a doctor, who must 'cure' the ignorance of the students.[4]

The other hand, Brown pointed out some roles of teacher. They are:

1) Teacher as Controller
   A role that is sometimes expected in traditional educational institution is that of "master" controller always in charge of every moment I the classroom. Master controller determine what the student do, when they should speak, and what language form they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent path. In some aspect, such control may sound admirable. But for interaction to take place, the teacher must climate in which spontaneity can thrive, in which the freedom of expression given over the students make it impossible to predict everything that they will say and do the teacher must maintain some control simply to organize the class hour.

2) The Teacher as Director
   Some interactive classroom time legitimately be structured in such a way that the teacher is like a conductor of an orchestra or director of a drama. A student engage in either rehearsed or spontaneously language performance, it is job to keep the process flowing smoothly and efficiently. The ultimate motive of such direction, of course , must always enable students eventually to engage the real life drama of improvisation as each communication event brigs its own uniqueness.

3) The Teacher as Manager
   This metaphor captures the roles as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual

[4]Rebecca Oxford, *Language Learning Strategies What Every Teacher Should Know,* (New York: Newburry House Publisher, 1990), p. 10.

player to be creative within those parameters. Managers of successful corporations, for example, retrain control of certain larger objectives the company, keep employees pointed towards goals, engage in going evaluation and feedback, but give freedom to each person to work in his or her own individual areas expertise. A language class should not markedly different.

4) The Teacher as Facilitator

A less directive role might or described as facilitating the process of the learning, of making learning easier for students helping them to clearly away roadblock, to find shortcut, negotiate rough terrain. The facilitating role requires that the step away from the managerial of directive role and allow students, with the guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes in on the principle intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

5) The Teacher as Resource

In fact, the implication of the resource roles is that the student takes the initiative to come to teacher. There are appropriate times when the teacher can literally take a back seat allow the students to process with their own linguistic development.[5]

So based on the explanation above, the researcher concluded that the main goal of the roles of the teacher explanation are similar. It is according to how they acted and interact in front of the class during the learning process. The other hand, the role of the teacher described in the form metaphor. Due to metaphor will describe a spectrum of possibilities of the teacher role, some of which are more conductive to creating an interactive classroom than others.

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[5]H. Dauglas Brown, *Op. cit.*, p. 167-168.

2. Interaction Strategies

a. Definition of Interaction Strategies

Interactive is the word of teaching. It cannot be separated with teaching learning process.

There are some definitions of interactive according to rivers describe the word through in Latin roots: "*'Agere'* meaning 'to do' and *'inter'* meaning 'among'."[6] It shows the active and social part of human being that the effects other people through interaction. Similarly, Brown relates interaction to communication, stated that interaction is, in fact, the heart of communication: it is what communication is all about.[7] The other perspective book Cambridge International Dictionary of English defines the verb 'to interact' as' to communicate with or react to (each other). The new Oxford Dictionary of English defines the noun interaction as reciprocal action or influence.[8] Therefore interaction is more that action followed by reaction. It includes acting reciprocally, acting upon each other.

Particularly, most of it have the same meaning and purposes. It is communication. The researcher concludes that not only the expert but also the perspective book has the same purposes in the meaning of interaction.

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[6]W. M. *Rivers, Interaction as the Key to Teaching Language for communication in Interactive Language teaching, (*Cambridge: Cambridge University Press, 1987), p. 57.
[7]H. *Douglas, Op. cit.*, p. 16.
[8]Simon Winchester, *Cambridge International of English,* (Cambridge: Cambridge University Press, 2007), p. 275.

That is the communication, react to. These are has similar meaning that the communication can simplify react to/between other people.

Interaction is very important in teaching English to make learning process alive in class. So, teacher must need the strategy to make interaction between teacher and students cooperative and alive to gain effectiveness in teaching English.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving particular end, planned designs for controlling and manipulating certain information.[9] Similarly, Hornby stated that strategy is a plan that designed to achieve particular purpose.[10] It is also similarity with David Nunan's statement, "Strategies can be defined as conscious action that learners take to achieve desired goals and objectives".[11] It is means that strategy is the process appointment a planning to focus on way or effort how the process can reached. It is also strategy means that an idea that a learner can employ to increase learning. Furthermore, Harmer explains:

> Planning helps teacher because it allows to think about where they are going and gives them time to have ideas for tomorrow's and next week's lessons. In classroom, a plan helps to remind teacher what they intended to do especially if they get distracted or momentarily forget what they had intended. Finally, planning help because it gives

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[9]H. Dauglas Brown, *Principle of Language Learning and Teaching,* Fifth Edition, (NY: Pearson Education, 2007), p. 119.

[10]A.S. Hornby, *Oxford Advance Learner's Dictionary,* (New York: Oxford University Press, 200.), p. 621.

[11]David Nunan, *Practical English Language Teaching,* (New York: Mc. Grown-Hill Companies Inc., 2003), p. 77.

students confidence, they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.[12]

Based on the explanation above, the researcher concludes that the strategy is a plan of teacher in design learning process and very important to teacher to prepare the planning to gain the purpose in achieving learning purpose.

Strategies is also essential for developing communicative that absolutely very related to communication skill, as Rebecca stated that strategies are especially important for language learning because they are tools for active, self-directed involve, which is essential for developing communicative competence.[13] In the beginning, the researcher has written that interactive is related to communication, and need the communication to increase the relation between teacher and students in developing teaching process.

So, interaction strategies is one of the strategy that needed by teacher to communicate with students, involve with planning to gain the effective process in class, make good pair with students who desired goals and purposes in learning.

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[12]Jeremy Harmer, *Hoe to teach English,* (Malaysia: Longman, 2001), p. 121.
[13]Rebecca Oxford, *Op. cit.,* p.1.

b. The Types of Interaction Strategies

There are many types of teacher interaction strategies. But, the researcher takes the analysis of teacher's interaction strategies types includes:

1) Control of interaction or interaction management

2) Elicitation or questioning

3) Speech modification or feedback

4) Repairing or error treatment[14]

Based on the types of interaction strategies above, the researcher takes conclusion that interaction between teacher and students cannot separate from feedback, treatment, and question which is doing between teacher and student.

c. Interaction Principles

These are interaction principles form foundation stones for structuring a theory of interaction in the classroom. Consider the following selected relationships:

1) Automatically:
   True human interaction is the best accomplished when focal attention is on meanings and messages and not grammar and other linguistic form. Learners are thus freed from keeping language in controlled mode and can more easily proceed to automatic modes to processing.
2) Intrinsic motivation:

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[14]Ni Wayan Widha Atiti, A Thesis: An Analysis of Teacher talk in English Classes in SMK PGRI 4 Denpasar, in 2008/2009 Academic Year, retrieved September 13, 2016, from *http//pascausndiksha.ac.ide/e-journal/index.php/jurnalbahasa/article/viewFile/359/153.*

As students become engaged with each other is speech acts of fulfillment and self-actualization, their deepest drives are satisfied, and they more fully appreciate their awn competence to use language, they can develop a system of self-reward.

3) Strategic investment:
Interaction requires the use of strategic language competence both to certain decisions on how say or write or interpret language, and make repairs when communication pathways are blocked. The spontaneity discourse requires judicious use of numerous strategies for production and comprehension.

4) Risk-taking:
Interaction requires the risk of failing to produce intended meaning, of failing interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks.

5) The language culture connection:
The culture loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

6) Inter language:
The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be part of this development, and the role of teacher feedback is crucial to be developmental process.

7) Communicative competence:
All of elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic), are involved in human interaction. All aspects must work together for successful communication to take place.[15]

Additionally, Welga M. Rivers stated ten principles of interaction in teaching English, they are:

1) Principle 1: The students is the language learner
2) Principle 2: Language learning and teaching are shaped by student needs and objectives in particular circumstances.
3) Principle 3: Language learning and teaching are based on normal uses of language, with communication of meanings (I oral or written form) basic to all strategies and techniques

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[15]H. Dauglas Brown, *Teaching by Principle: An Interactive Approach to…., * p. 162-164.

4) Principle 4: Classroom relation reflects mutual liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning

5) Principle 5: Basic to use of language are language knowledge and language control

6) Principle 6: Development of language control proceeds through creativity, with is nurtured by interactive participatory activities.

7) Principle 7: Every possible medium and modality is used to aid learning

8) Principle 8: Testing is an aid to learning

9) Principle 9: Language learning is penetrating another culture; students learn to operate harmoniously within it in contract with it

10) Principle 10: The real world extends beyond the classroom walls; language teaching takes place in and out of the classroom.[16]

The researcher takes conclusion based on Wilga M. Rivers, because it is simplify based form teaching principles, and part of language learning process. Because these principles form is the core of an approach to language teaching.

3. **Teaching English**

a. **Definition of Teaching English**

Teaching is process to give knowledge. These are from the same definition of teaching. Cambridge International Dictionary of English in Jeremy Harmer defines, "The teaching means to give (someone)," whereas the Longman Dictionary of Contemporary in English suggest that it means to show somebody how to do something or change somebody ideas.[17]

[16]Wilga, M. Rivers, *Op. cit.,* p. 60.
[17]Jeremy Harmer, *Loc. cit.*, p. 65.

The other hand, teaching stand for: "Treat, encourage, activate, heighten, infuses, nurture, and guarantee which are *treat* students as they are, *encourage* them to learn, *activate* their mind, *coordinate* their activities, *heighten* their curiosity, *infuse* them with optimism, *guarantee* their success".[18]

Based on the explanation above, the researcher concludes that to take two definitions of teaching, first paragraph is the main meaning of teaching. It is for universal person who teach and give something, not only teach as called a teacher but also teach as person who give knowledge. Whereas the meaning of teaching for paragraph two is for teacher who can just teach in classroom.

As for teacher the researcher takes paragrpah takes paragraph two as the meaning of teaching, due to teaching is part of learning that needed by teacher who can teach the students became more active and make the more effective class. So, teacher must more participate in learning process. There are five phases that must be done by teacher. As quoted by Richards from Hunter and Russel model's, they are:

1) Perspective or opening. The teacher ask the students (For himself for herself) the following questions: what was the previous activity (What was previously learned?) what concepts they have learned? The teacher the gives the preview of new lesson.
2) Stimulation. The teacher (a) poses the question to get the students thinking about the coming activity; (b) helps the

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[18] Susanto Leo, *A Challenge Book to Practice Teaching in English,* (Yogyakarta: C.V Andi Offset), p. 1-2.

students to relate the activity to their lives; (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistant, a pictures or a song; and (d) use it (The response to the attention grabber) as a lead into the activity.

3) Instruction/participation. The teacher presents the activity, checks for students understanding and encourages the active students' involvement. Teacher can get students to interest by the use of pair work and/or group work.

4) Closure. For this phase the teacher checks what the students have learnt by asking questions such as "What did you learned?" how did you feel about these activities?" the teacher then gives a preview about the possibilities for future lessons.

5) Follow-up. The last phase of the lesson has the teacher using other activities to reinforce some new ones. The teacher gives students opportunities to do independent work and can set certain activities or task taken from the lesson as homework.[19]

Based on the explanation above, the researcher puts the quote due to related to do the research based on Foreign Language Interaction Analysis (FLINT). It is considered: deals with feeling, praises and encourages, jokes, uses idea of students, repeats students responses verbatim, gives the information, corrects without rejection, gives direction, criticize students behavior and students response and both are have some similarly too.

So teaching English is a process to teach and give the knowledge/something about English to the students to know what English is. Further, English is the activity to give the knowledge and train the students to not only know about English but also to be able to speak English and apply it in the daily activities.

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[19]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2004), p. 32-33.

b. Interaction Analysis

Interaction analysis is concerned exclusively with spoken language. There are some experts who analysis interaction in classroom. Flander from Mateja Dagarin's paper *English Language and Literature Teaching* categorized Interaction Strategies Category (FIAC) into ten categories:

Teacher talk
1) Accepts feeling: feeling may be positive or negative and their prediction and recalling are included.
2) Praises or encourages: is includes telling jokes, nodding head or using phrases like 'Go on'.
3) Accepts or uses ideas of pupils: teacher clarifies or develops students' ideas.
4) Ask questions: question may be about content and procedure.
5) Lectures: gives facts or opinions about content and procedure.
6) Gives directions, commands or orders.
7) Criticizes or justifies authority: E.g. statements intended to change pupils' behavior.
Pupil talk
1) Response: teacher initiates interaction. Freedom to express own ideas is limited.
2) Initiation: students express their own ideas, initiate topic, etc.
Silent
1) Silence or confusion: pauses, short periods of silence, confusion and incomprehension.[20]

The other hands, the researcher takes an interaction analysis based on Foreign Language Interaction Analysis (FLINT), system adapted from Moskowitz in Brown.[21] Because both are similarly due to one of interactive strategies is teacher talk. The researcher takes the teacher talk as strategy in interaction in classroom teaching.

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[20]Mateja Degarin, *Classroom Interaction and Communication Strategies and Learning English as a Foreign Language,* (Turkey: University Lajubljana: Elope), p. 131-132.
[21]H. Dauglas Brown*, Op. cit.*, p. 170.

a) **Teacher Talk**

The teacher's action that captured during the whole classroom interaction is teacher talk. Because teacher talk cannot be separated in teaching process. It means that teacher as teacher-centered, become a person who mostly using talk during teaching, interacting with, and learning more about the students. It same with Vygotsky suggested that thinking develops into words in a number of phases, moves from images to inner speech to inner speaking to speech. Tracing this idea backward, speech-talk-is the representation of thinking. As such, it seems reasonable to suggest that classroom should be filled with talk, given that we want them filled with thinking.[22]

These are some definitions of teacher talk. In dictionary of language teaching and applied linguistic describes that teacher talk is 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 language learners.[23]

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[22]J.A. Shimpson, Why Talk is Important in Classroom, (New York: Cambridge University, 1984), taken from *www.org/publication/books/08035/chapters/why/talk/is/important-in-classroom.apx,* retrieved at September 8, 2016.

[23]Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic,* Third Edition, (Longman: Pearson Edcation), p. 543.

Teacher talk is also an indispensible part of language teaching in an EFL (English as a Foreign Language) context which can bring about significant instructional benefits for teacher when applied meticulously and learning opportunities for language learners when noticed purposefully. It can potentially lead to success or failure in teaching and meeting needs as Nunan from Mohammed and Fatemeh's paper asserts:

> Teacher talk is f crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it s through language that teacher either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.[24]

Rod Ellis in Xiao-Yan thesis has formulated his own view about teacher talk:

> "Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher language…. studies of teacher talk can be divided into those that investigate the type of language that teachers use in language classroom and those that investigate in the type of language classroom and those that investigate in the type of language they use in subject lessons." He also commended "the language that teachers address to L2 learners is treated as a register, with its own specific formal and linguistics properties".[25]

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[24]Mohammed Aghajandeh Kiasi and Fatemeh Hemmati, *the Importance of Teacher Talk in Teaching EFL Writing,* (Iran: Pyameh Nor University), p. 69.
[25]MA Xiao-Yan A Thesis: Teacher Talk and EFL Classroom, A dissertation Submitted as a Partial Fulfillment for the Degree of MA in English Language Literature, in 2006 academic year, form *http://www.asian-efl-juornal.com/thesis_Xioa.pdf,* retrieved at September 10, 2016.

In this research, firstly we can see that teacher talk in English classroom is regarded as one special variety of the English language, so it has own specific features which other varieties do no share. Because of the restriction of the physical setting, special participants as well as the goal of teaching, teacher talk has its own special style.

Secondly, we can see that teacher talk is a special communicative activity. Its goal is to communicate with students and develops student foreign language proficiency.

So the researcher uses the teacher talk as strategy to organize the classroom and also to analyze the interaction between teacher and students.

b) **Foreign Language Interaction Analysis (FLINT)**

Obviously, the researcher just takes seven categories to be analyzed in teacher talk known as FLINT (Foreign Language Interaction Analysis) from Moskowitz in Brown:

1) Deal with feeling: in a non-threatening way, accepting, discussing, referring or communicating understanding of past, present, or future feeling of students.
2) Praises and encourages: praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming the answers or correct.
   a) 1 jokes: intentional joking, making puns, attempting to be humorous, providing the joking is not at anyone's expense. (unintentional humor is not include in this category).
3) Uses ideas of students: clarifying, using, interpreting, summarizing the ideas. The ideas must be rephrased by the teacher but still be recognized as being students contribution.

b) 1 repeats students response verbatim: repeating the exact words of students after they participate.

4) Asks questions: asking questions to which the answer is anticipated.

5) Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

c) a correct without rejection: telling the students who have the mistakes the correct response without using words or intonation which communicate criticism.

6) Gives directions: giving direction, request or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.

7) Criticizes students behavior: rejecting behavior of students; trying to change the non acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

d) a criticizes students response: telling the students these or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.[26]

Based on explanation above, both are has same similarity sides.

But the researcher prefer to second explanation on second paragraph, its seven categories, more completed explanation, and easier to understand.

B. Review of Related Findings

This research is not the first research that conducted in the world. There are many researchers related to this research.

First, Nur Adimah: "Teachers' Strategies Teaching English at MTs YPKS Padangsidimpuan in 2015 Academic Year". The concluding of teachers' strategies at MTs YPKS Padangsidimpuan were using cooperative learning and group or pair work and role play activities. It means ha, in using cooperative learning and group pair works the teacher using book, dictionary ad note. Then,

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[26]H. Dauglas Brown, *Op. cit.,* p. 170

in using role play, the teacher order them to dialogue. The dialogue includes visualization. Teachers' problem in teaching English at MTs YPKS Padangsidimpuan were the students not interested in study English, the students make a noise in the classroom, there was no teaching media and parents is low motivation to students. Teachers' strategy to solve problem in teaching English at MTs YPKS Padangsidimpuan were the teachers gave motivation and suggestions to students, the teacher gave warning or advice to students, the students moved the place of students seat, the teacher asking to the headmaster to add the facilities in learning and the teacher order them to enrich vocabulary.

Second, Ni Wyan Widha Astiti: An Analysis of Teacher Talk in English Classes in SMK PGRI 4 Denpasar in Academic Year." The concluding of teacher talk in English classes in SMK PGRI 4 Denpasar were this research found that there are six types of teacher talk that are of frequent use in English classes in SMK PGRI 4 Denpasar. The sis types include mediator, evaluator, learning task assignor, teaching material interpreter, inspector, and classroom climate conductor. There are ten types of teacher talk however among those unexpected: reactor, manager, learning pace administrator did not occur in English classes. The most dominant character in English classes in classroom interaction was student participation. The effectiveness of teacher talk was effective in the classroom interaction. The result showed, in average, 75% from the total teaching. Learning time was devoted to question and lectures by the teacher. The Teacher Talk Participate in direct statement. The English classes in classroom

interaction met the requirements of Teacher Talk effectiveness aspects made by Walberg (1986). Most of teaching effectiveness elements were on the classroom interaction. Based on the data result from the questionnaire, it could be concluded that the students responded positively to some extent in the teaching. The researcher found that there are three major physiological aspects, pedagogical aspects as stated all of the aspects are strong/effective.[27]

To summarize, the findings in the present student provide empirical evidence to insight into some aspects of Teacher Talking in current Senior High School Englsih classroom. Thus teachers can reflect the behaviors embodied in Teacher Talking and improve the teaching the quality effectively.

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[27]Ni Wayan Widha Atiti, A Thesis: An Analysis of Teacher talk in English Classes in SMK PGRI 4 Denpasar, in 2008/2009 Academic Year, retrieved September 13, 2016, from *http//pascausndiksha.ac.ide/e-journal/index.php/jurnalbahasa/article/viewFile/359/153.*

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research will be conducted SMA Negeri 5 Padangsidimpuan. It is located Mangaraja Maradat St., Ujung Padang, Padangsidimpaun. In front of stadium called H.M. Nurdin Nasution. The time of this research is started from 09th February, 2017 until 17th April, 2017.

B. Method of the Research

The researcher uses qualitative research with descriptive method. Moleong stated that qualitative research is research procedures that produce descriptive data as a written and spoken language from the research objects.[1] Descriptive method means to analyze or make sense perception (Description) about situation or event.[2]

In addition Sumadi Surayabrata states, *"Metode descriptive merupakan metode penelitian yang bermaksud untuk membuat deskripsi menganalisa situasi-situasi atau kejadian-kejadian.[3]* (Descriptive methods is a study which intends to make description about situation or happenings). So, in this research, as the purpose is to find out and describe the typical features of teacher talk of

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[1]Lexy J. Moleong, *Metode Penelitian Kualitatif,* (Bandung: Remaja Rosda Karya, 1999), p. 5.
[2]L. R. Gay and Peter Airasian, *Educational Research Competence for Analysis Application,* (USA: Prentice Hall, 2000), p. 232.
[3]Sumadi Suryabrata, *Metode Penelitian,* (Bandung: Bima Karya, 1980), p. 25.

interactive strategies when teacher gives lectures to English majors in classroom setting in SMA Negeri 5 Padangsidimpuan.

C. Research Informants

The research informants, there are six classes of grade X SMA Negeri 5 Padangsidimpuan. It is X-1 until X-6. But these classes divided according to the teachers. In X-1 until X-3, the teacher will represented by Mrs. R. whereas, X-4 until X-6 represented by Mr. M. so, the researcher will choose both that Mr. M that taught in class X-4 and also Mrs. R that taught in class X-1 as the subject of this research.

D. Instrument of Collecting Data

The researcher usually takes an observation and an interview as instruments of collecting data generally in qualitative research.

1. Observation

The researcher takes the observation as the main to the collect data. "Observation is a technique of collecting data to gain insight on understanding the natural environment as lived by the participants.[4]

There are some techniques of observation. According to Faisal, there are three kinds of observation. First, participating observation; it means that participants participated and done observing directly about condition and situational, either in form of physical state or behavior and occurred during the research. Second, observation blatant; it means that observation is done

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[4]L.R. Gay and Peter Airasian, *Op. cit.,* p. 212.

by out plainly to the source of data that the researcher is doing the research. So, the person who has been observated knowing that she/he is being observated. Third, the unstructed observation; it means that the observation is not prepared systematically which what will be observed. So, when observation, the rearcher does not bring any instruments systematically, but not the form of signs observation.[5] Those are the kinds of technique which is used in observing of data in qualitative research.

So, the researcher takes the participating observation as the technique of observation because this technique is the way that related to the research, and observing the conditions directly.

During observation, the researcher will do taking field notes, and will write it using laptop. The researcher also take video or photos as an additional of helping in this research. Then during process of the taking data, the researcher will be helped by sister to take a video during observation is being doing.

The researcher observed the instruction strategies in Teacher Talk that categorized based on Foreign Language Interaction Analysis (FLINT) system to describe the teaching and learning process to the classroom interaction. These are the pints that will be observed by the teacher:

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[5]Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan Penelitian Pengembangan,* (Bandung: Cita pustaka Media, 2004), p. 2004), p. 121-122.

Table I
Aspects of analysis in teacher talk[6]

No	Aspects analysis	Aspects of Points Analysis
1.	Deals with feeling	a. Accepting
		b. Discussing
		c. Referring
		d. Communicating
2.	Praises or encourages	a. Praising
		b. Encouraging
		c. Complimenting
	Jokes	d. Joking
		e. Laughter
3.	Uses ideas of student	a. Clarifying
		b. Using idea
		c. Interpreting
		d. Summarizing
4.	Asks question	a. Asking question
5.	Gives information	a. Giving information
		b. Facts
		c. Own opinion
	Corrects without rejection	a. Correcting without rejection
6.	Gives direction	a. Giving direction
		b. Request
		c. Command
7.	Criticize students behavior	a. Rejecting behavior of student
		b. Trying to change the non-acceptable behavior
		c. Communicating anger, displeasure, annoyance, and dissatisfaction
	Communicating criticism	d. Communicating criticism

Simplify, those above some interaction that the teacher and students have done generally in teaching-learning process. So those are aspects point that will be observed in the research.

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[6]Doughlas Brown, *Op. cit.,* p. 170.

2. Interview

The researcher uses the interview, "Interview is a powerful interaction usually between two people, focused on one person trying to get information from the other person."[7] Interview is used as the technique of collecting data if the researcher wants to do the beginning study to find the problems that must be researched.[8] Data in teacher talking that categorized on Foreign Language Interaction Analysis (FLINT) system to describe the teaching and learning process to the classroom interaction.

The point will be interviewed by the researcher will be attached in appendix as a guidance of interview.

So those are aspect points that will be added as complimenting in interview list in the research.

E. Technique of the Data Trustworthiness

The there are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to vertification or as a comparison of the data.

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[7]*Ibid.,* p.219.

[8]Sugiyono, *Metode Penelittian Kuantitaf Kualitatif dan R & D,* (Bandug: Alfabeta, 2013), p. 137.

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example and inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tolls of them, which using he free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainly of data, this point that done well to the process or result and extent.[9]

Form the all of techniques to determine the data trustworthiness above, the researcher uses number three is the triangulation as the technique of data trustworthiness. Researcher takes the triangulation technique of collecting data through by Lexy J. Moleong. Triangulation is the technique of checking data v that using something beside the data to verification or as a comparison of the data.[10] There are steps in analyzing qualitative data through triangulation. They are:

a. Compare the result of data observation with the result of data interview.

b. Compare the data by what is told by general people with what it is told by own words.

c. Compare the data which is told by people about research situation with what is telling of a spell of

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[9]Lexy J. Moleong, *Log.cit.,* p. 327.
[10]*Ibid*., p. 327.

d. Compare the situation and circumstance with various perspectives and opinions from ordinary people like the one who has high and middle education, rich people government.

e. Compare the result of data interview with other document that related to.[11]

It is a technique that uses to check the data trustworthiness data by to verification and compare of data in typical features of teacher talk of interaction strategies when teachers give lectures to English majors in classroom setting.

F. Techniques of Data Analysis

Data analysis is process of qualitative research that is done by observation, interview, notes filed, etc. which used to increase understanding of what researcher examined.

It is similarly with Bogdan's statement which states that data analysis is the process of searching for and compiling data systematically that gotten from the result of observation, interviews, notes filed, and others. So it can be communicated to others.[12] So, the technique of data analysis is very important in qualitative data research.

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[11]*Ibid.*, p. 331.
[12]Ahmad Nizar Rangkuti., *Log. cit.,* p. 154.

The researcher takes analyzing qualitative data according to Miles and Huberman style, because these are process are related to forms of interaction models. This data analysis consists of three processes. They are data reduction, data presentation/data collection, and conclusion or verification of data. These are can be described as follows:

Picture I
Process Data Analysis Miles and Huberman[13]

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Data collection → Data presentation
     ↓
Data reduction ⇄ Conclusion or verification of data
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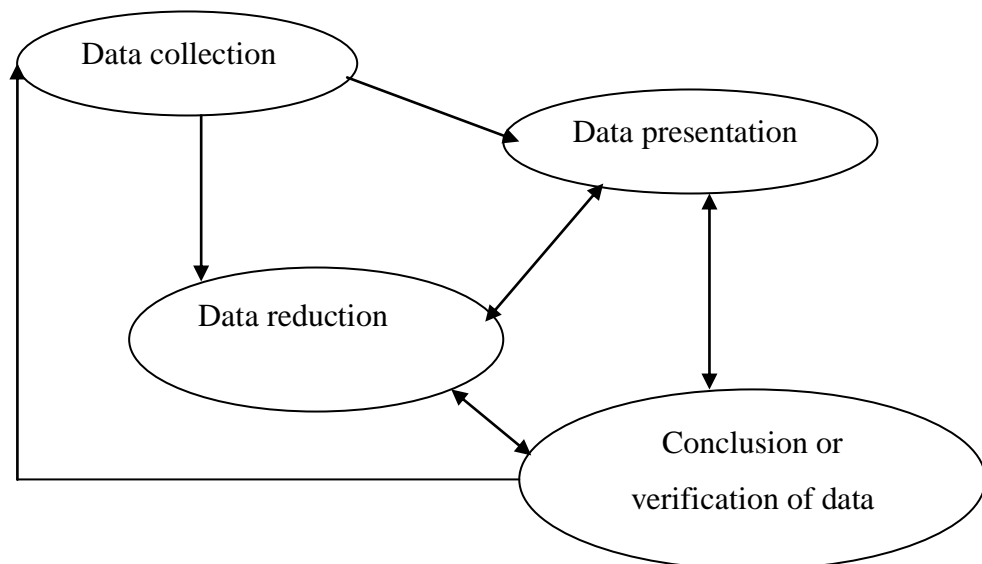
1. Data reduction

    a. Researcher prepares conceptual framework, research question, and instruments
    b. Summarizes the data
    c. Chooses the main things/main idea
    d. Focuses on things that are important

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[13]*Ibid*., p. 156

e. Finds the theme and theme, then throws it away unnecessary things. So, data that has been reduced more clearly, and enables the researcher to conduct further data collection.

2. Data presentation/data collection

In qualitative research, the data presentation is presented as a short summary, chart, relation among categories, flowchart, etc. in this case Miles and Huberman stated that the most often done in the presentation of data in qualitative research in with text, narrative text.[14]

3. Conclusion or verification of data

4. The initial conclusion still provisional and will change if there is no strong evidence to support the next phrase of data collection. But if the conclusions which has been put for what in early, and presented the most reliable and consistence when the researcher return to field to collect data.[15]

So those are the procedures of data analysis. To analyze the data with comparing the data from one perspective to another perspective with many various people with related to.

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[14]*Ibid.*, p. 157.
[15]*Ibid.*,

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. Teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan

Every teacher must think what should they do to make a classroom alive in teaching learning process. A good teacher is not always only about the teacher gave the learning material to the students, but also the main thing which should be is how the teacher gave the learning material which directly connected to all students without descreasing their interested as ling as learning process. So in case, the teacher should make a connection to the students through interactions and doing teacher talk. Such as, asking the questions to student, giving information, giving advice, giving motivation, and giving humour.

Those interactions has been described by the researcher through doing observation. The researcher did the observation in 3 times (3 meetings). The result of teacher's interaction strategies can be seen through below:

a. Deals With Feeling

1) Accepting : letting the students to share their feelings

Mr. M:

a) First meeting

While teacher monitored the students to do the task, teacher went to each student's seat and asked them which they didn't know. But there were no students who had the question. They engaged to do the task in their each seat. While answering their tasks, there are two students who talked with their each seatmates. Those students seated in most backseat. Then, the teacher backed to his chair to read the book.

So based on explanation of interactions above, the researcher took the process of teacher's strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher went to each student's seat.

(3) Teacher asked the student rather they understood the material or not. If they didn't understand, teacher would explain clearly.

(4) Teacher backed to his chair.

b) Second meeting

Teacher monitored the students while doing went to every student's seat, and asked student which was they didn't understand the word. While monitoring, there is one student who came lately. Then, the teacher asked the student why came lately. He came lately due to his tire of bike was broken. Then, the teacher gave advice to not come lately anymore. After that, the teacher came back again to ask the student if they have been finished or not.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher went to every student's seat.

(3) Teacher asked the students rather they know/understand the material or not.

(4) Teacher asked the student who came late to the class.

(5) Teacher gave advice.

(6) Teacher asked back to the students if they have been finished or not.

c) Third meeting

Teacher wrote the words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed.

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. Then the teacher asked all students to read those words together. Students said the words one by one together after the teacher read it first.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher wrote the difficult words to pronounce.

(2) Teacher explained how to pronounce the words.

(3) Teacher explained the words if ended by 't'.

(4) Teacher asked all students to read the difficult words.

So from the explanation of observation above, the researcher found out that from the first meeting till to the third meeting, Mr. M did the strategy based on deals with feeling.

Mrs. R:

a) First meeting

While monitored the students' activities which was answering the task. Teacher went to every student's seat who didn't know the material and gave the explanation about it. Teacher also commanded the students to keep silent.

While monitoring, there is one student who was sick in classroom. His name is Hafiz Thaiban. Teaher went to his chair. Then, the teacher touched Hafidz's foreahead. After that, teacher let him to sleep in classroom while the process of learning.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to each student's seat.

(2) Teacher asked the student rather they understand the material or not. If they didn't understand, teacher would explain clearly.

(3) Teacher commanded the students to keep silent.

(4) Teacher went to student's seat who was sick.

(5) Teacher touched student's forahead who was sick.

(6) Teacher let him sleep in classrooom.

b) Second meeting

Teacher monitored the students who discussed with their seatmate. Teacher came to every group and asked them which one the task they didn't know.monitored the students, there is one student who came lately. Then the teacher asked him why did he came lately. The the student answered that due to he stayed up all the night.

While doing their task in group. 2-3 persons made noisey and talked with their friends in the group. There are 3 of 11 students who slept and yawned in the class. Most of them were males students. In process of teaching, there isone student who was walking around the group and the rest of the group were doing the task. Then there is one student who came lately.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every grouph.

(3) Teacher asked the students rather they know/understand the material or not.

(4) Teacher asked the student who came lately.

(5) Students were answering the task.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task.Most of the female students who engaged to the task. Where as the male students (5-8 persons) talked while doing the task with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the students rather they have aquestion or not which related to the material.

(3) Teacher commanded all stduents to do their task.

So from the explanation of observation above, the researcher found out that from the first meeting till to the third meeting, Mrs. R did the strategy based on deals with feeling.

The researcher concluded that Mr. M and Mrs. R did the interaction strategies based on deals with feeling which were asking the student's problem about the material and student's lateness.

2) Discussing: discussing student's problem about his/her studying and personality

Mr. M:

a) First meeting

Teacher monitored the students which came to student's seat and asked what they didn't understand. Then, students asked the teacher what they didn't know about the material. After that, the teacher gave the explanation towards students until they understood clearly. Lastly, teacher backed to his chair to read the book.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher came to student's seat.

(2) Student asked the teacher what they didn't know.

(3) Teacher gave explanation towards student.

b) Second meeting

Teacher monitored the students which came to their seat, and asked student which was they didn't understand the word. While monitoring, the teacher asked the student who came lately. He came lately due to his tire of bike was broken. The teacher gave advice to not come lately anymore. After

that, the teacher came back again to ask the student if they have been finished or not. Teacher saw the student who brought the dictionary. Then the teacher asked to all students to bring their dictionary in every lesson started. While doing their task, most of students who brought the dictionary were female students. They opened their dictionary while doing their task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every student's seat.

(3) Teacher asked the student who came lately.

(4) Teacher gave advice to student who came lately.

(5) Teacher asked all students to not copy the behavior of the students who came latey.

(6) Teacher asked all students to bring the dictionary.

c) Third meeting

While the students answering the task, teacher went out for a moment then came back to the class. After that, teacher asked the students if they finished or not yet. Teacher went to student's seat and asked her/his if they had problem of doing

her/his task. Teacher commanded the students to keep silent and did their task. Most of females students who engaged to answer the task. Where as male students just talked with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went out of the classroom for a moment.

(2) Teacher went back to the classroom.

(3) Teacher asked the students rather they finished doin their task or not.

(4) Teacher went to every student's seat.

(5) Teacher asked the students rather they have problem of doing task or not.

(6) Teacher commanded the students to do their task and keep silent.

So from the explanation of observation above, the researcher found out that from the first meeting till to the third meeting, Mr. M did the strategy based on deals with feeling.

Mrs. R

a) First meeting

While monitored the students' activities which was answering the task. Teacher went to every student's seat who didn't know the material and gave the explanation about it. While the teacher gave the explanation to one of the student, there are some students made noises during the classroom interaction. Then, after the teacher finished in giving explanation. Teacher asked the students to keep silent and asked them to continued back their task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the student rather they understand the material or not. If they didn't understand, teacher would explain clearly.

(3) Teacher gave explanation towards student who didn't understand yet.

(4) Teacher asked the tsudents to keep silent.

(5) Teacher asked the students to continue their task.

b) Second meeting

Teacher monitored the students who discussed with their seatmate. Teacher came to every group and asked them which one the task that they didn't know.monitored the students, there is one student who came lately. Then the teacher asked him why did he came lately. The the student answered that due to he stayed up all the night.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every grouph.

(3) Teacher asked the students rather they know/understand the material or not. If they didn't understand, teacher would explain the material back.

(4) Teacher asked the student who came lately.

(5) Students were answering the task.

(6) Teacher asked the students to keep silent.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task.Most of the female students who

engaged to the task. Where as the male students (5-8 persons) talked while doing the task with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the students rather they have aquestion or not which related to the material.

(3) Teacher commanded all stduents to do their task.

So from the observation of Mr. M and Mrs., the researcher concluded that the teacher's strategies which were based on deals with feeling were related to student's problem. They were student did not about their material and also students' lateness.

3) **Referring**; referring students what they have done softly.

Mr. M

a) First meeting

There was not referring in process of learning for the first meeting.

b) Second meeting

After teacher and students finished read the words on the white board, then one of the students didn't pay attention towards the teacher and the students read on the whiteboard.

So he didn't know how to spell the word, then teacher told a story that related to the material. The story is below:

This a story about one student who didn't pay attention toward teacher what the teacher said. The sentence is "I do have" because the student from the beginning didn't pay attention to what the teacher told. Then the boy said, "*Ido hape*" He pronounced what was the written on whiteboard. He didn't know how to pronounce it the due to he didn't pay attention already.

So, the teacher gave an advice to all students that if there is a student who was reading the paragraph, all students had to pay attention to her/his friend who was reading the paragraph.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher and the students read the words on the whiteboard.

(2) Teacher told a story.

(3) Teacher gave advice to all students.

c) Third meeting

While monitoring, the teacher asked the student who came lately. He came lately due to his tire of bike was broken.

The teacher gave advice to not come lately anymore. After that, techer continued the process of learning back.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the student who came lately.

(2) Teacher gave adice to the student.

(3) Teacher continued the process of learning.

Mrs. R:

a) First meeting

There was not referring in process of learning for the first meeting.

b) Second meeting

Teacher monitored the students who discussed with their seatmate. Teacher came to every group and asked them which one the task they didn't know. While monitored the students, there is one student who came lately. Then, the teacher asked him why did he came lately. The student answered that due to he stayed up all the night. After that, techer gave advice to the student to not come lately anymore.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every grouph.

(3) Teacher asked the students rather they know/understand the material or not. If they didn't understand, teacher would explain the material back.

(4) Teacher asked the student who came lately.

(5) Teacher gave advice to the student.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task. Most of the students who engaged to the task are female students. Meanwhile, the male students (5-8 persons) talked while doing the task with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the students rather they have aquestion or not which related to the material.

(3) Teacher commanded all stduents to do their task.

From the explanation of observation above, the researcher concluded that for the first meeting for both teachers, there was no referring in it. But for the second and the third meeting, the referring were just teacher gave advise to student who came lately.

4) **Communicating**; communicating with students like a friends. So, the students didn't scare towards teacher and they could open minded.

Mr. M:

a) First meeting

While process of learning, there four students who were sleepy while doing the task. At the same time, yawned also. Among them were two boy students, and there are two students who chitchatted with their seatmates. Then, teacher went to their seat and aske them what has been they talked about. After that, teacher asked all students to continued their task and to not make noises and the keep silent. Then, the teacher commanded the students to keep silent.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher saw the students who chitchatted with their seatmates.

(2) Teacher asked the students what has been they talked.

(3) Teacher asked all students to continued their task.

b) Second meeting

Teacher monitored the students which came to their seat, and asked student which was they didn't understand the word. While monitoring, the teacher asked the student who came lately. He came lately due to his tire of bike was broken. The teacher gave advice to not come lately anymore. After that, the teacher came back again to ask the student if they have been finished or not. Teacher saw the student who brought the dictionary. Then the teacher asked to all students to bring their dictionary in every lesson started.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every grouph.

(3) Teacher asked the students rather they know/understand the material or not. If they didn't understand, teacher would explain the material back.

(4) Teacher asked the student who came lately.

(5) Teacher gave advice to the student who came lately.

(6) Teacher asked the students to bring the dictionary.

c) Third meeting

While the students answering the task, teacher went out for a moment then came back to the class. After that, teacher asked the students if they finished or not yet. Teacher went to student's seat and asked her/his if they had problem of doing her/his task. Teacher commanded the students to keep silent and did their task. Teacher commanded the students to keep silent and did their task. Most of females students who engaged to answer the task. Where as male students just talked with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went out of the classroom for a moment.

(2) Teacher went back to the classroom.

(3) Teacher asked the students rather they finished doin their task or not.

(4) Teacher went to every student's seat.

(5) Teacher asked the students rather they have problem of doing task or not.

(6) Teacher commanded the students to do their task and keep silent.

Mrs. R:

a) First meeting

While process of learning, there four students who were sleepy while doing the task. At the same time, yawned also. Among them were two boy students, and there are two students who chitchatted with their seatmates. Then, teacher went to their seat and aske them what has been they talked about. After that, teacher asked all students to continued their task and to not make noises and the keep silent. Then, the teacher commanded the students to keep silent.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(4) Teacher saw the students who chitchatted with their seatmates.

(5) Teacher asked the students what has been they talked.

(6) Teacher asked all students to continued their task.

b) Second meeting

Teacher monitored the students who discussed with their seatmate. Teacher came to every group and asked them which one the task they didn't know. Then the teacher explained back about the task with her own words until student understood.

While monitored the students, there is one student who came lately. Then the teacher asked him why did he came lately. The student answered that due to he stayed up all the night.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every grouph.

(3) Teacher asked the students rather they know/understand the material or not. If they didn't understand, teacher would explain the material back.

(4) Teacher asked the student who came lately.

(5) Teacher gave advice to the student.

c) Third meeting

Teacher ordered the students to answer the task which related to the conversation. Before that, teacher gave the direction that after all students answered their task, then students had to answer their task on whiteboard which rising their hand first before answering. All students were doing their task. Some of them opened their dictionary. Most of them who brought the dictionary were female students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered the students to answer the task.

(2) Teacher gave the direction how to do the task.

(3) Teacher asked the students wrote their task on the whiteboard.

So from explanation above, the researcher concluded that the teacher's interaction strategies for teachers which were based on deals with feeling were almost same that related to student's problem and students' lateness.

b. Praises or Encourages

1) **Praising**: telling students what/why they have said is valued and at the same time giving good marks also.

Mr. M:

a) First meeting

After finishing all about the task, the teacher took a conclusion that students of X-4 comprehended about simple past tense which are from the definition of simple past tense, the formula, using of regular and irregular verb then the example of using simple past tense. Then, teacher praised all students which said, "100 marks for class X-4". Then, teacher and the students were clapping hands.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher took a conclusion that all students have been comprehended.

(2) Teacher praised all students.

(3) Teacher and the students were clapping hands.

b) Second meeting

Teacher asked the student to practice the conversation and read with their seatmate in their seat. But before that,

teacher asked the student if there is word which didn't know about to spell it. These were the words :Skyscrappers, statue, famous, and torch.

The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronounciation is good. But before that, teacher read the conversation first the followed by all students. The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronunciation is good.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the student to practice the conversation.

(2) Teacher asked the students about the difficult words.

(3) Teacher asked all students to pronounce the difficult words.

(4) Teacher praise all students.

(5) Teacher read the conversation first, then followed by students.

c) Third meeting

Teacher wrote the words which difficult to pronounce it. Like: Cursed, reached, arrested, proposed,

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words.

Then the teacher asked all students to read those words together, asked all the students to speak loudly. After read it, teacher praised the students which said, "Excellent" and asked all students to clap hands. Students said the words one by one together after the teacher read it first. All students were clapping hands. At the same time, there are some students who were giggling also.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher wrote the difficult words to pronounce.

(2) Teacher explained how to pronounce the words.

(3) Teacher asked all students to pronounce the words togther.

(4) Teacher asked all students to speak loudly.

(5) Teacher praised all students.

(6) Teacher asked all students to clap hands.

From the observation above, the researcher found out that Mr. M used to praise student every time student had the right answer.

Mrs. R:

a) First meeting

There is no praising in process of learning for teacher Mrs. R.

b) Second meeting

Teacher summarized the material which giving some explanation about the discussion used her own words and gave the praising to every each group which said "It's good". All the students gave attention to the teacher.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher summarized the material.

(2) Teacher gave the explanation about the material.

(3) Teacher praised to each grouphs.

c) Third meeting

Teacher ordered the students to practice the conversation. There are two pairings for two times of reading the paragraph. They read the conversation with standing in front of their seat. After both the pairings read the conversation, teacher said, "Good, to both pairings. Then the teacher corrected their mistakes of spelling in the conversation which said softly, "You both are good, but there is a little mistake of spelling." Teacher said smilingly. After that, teacher asked all students to read the conversation after the teacher read it first altogether.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher praised the students's pairing.

(3) Teacher corrected the student's spelling.

(4) Teacher and all students read the conversation.

From the observation above, the researcher found out that for the first meeting the researcher did not do praising.

So from explanation above, the researcher took the conclusion that both teachers have been done the praising to students

wherever student have been finished to answer with his/her task or answer the task.

2) **Encouraging**: using phrases like 'go on', 'carry on', 'go ahead', and 'continue', or by gesture like nodding head.

Mr. M

a) First meeting

There was no encouraging in the process of learning.

b) Second meeting

There was no encouraging in the process of learning.

c) Third meeting

Teacher wrote the words which difficult to pronounce it. Like: Cursed, reached, arrested, proposed,

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words.

Then the teacher asked all students to read those words together, asked all the students to speak loudly. After read it, teacher praised the students which said, "Excellent" and asked all students to clap hands. Students said the words one

by one together after the teacher read it first. All students were clapping hands. At the same time, there are some students who were giggling also.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher wrote the difficult words to pronounce.

(2) Teacher explained how to pronounce the words.

(3) Teacher asked all students to pronounce the words togther. Teacher asked all students to speak loudly.

(4) Teacher praised all students.

(5) Teacher asked all students to clap hands.

Mrs. R:

There was no encouraging in the process of learning for the first meeting, second meeting and also for the third meeting.

3) **Complementing:** using phrases like 'good', 'very good', and complementing through body language like giving thumb up.

Mr. M:

a) First meeting

While the teacher ordered student to answer the task which wrote it on the white board. Students had their turn

one by one that started from in front of seat. Students answered the task one by one who started from frontseat.

All students engaged to the learning. Teacher looked at the student's answer and gave the correction one by one. If the answer was wrong, teacher gave another chance to another student to answer it agains the same question. Every answer is correct/right, teacher would say "very good" or "good".

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered student to answer the task on the whiteboard.

(2) Students answered the task.

(3) Teacher loooked at the student's answer.

(4) Teacher gave the correction. If the answer was correct, teacher would said good or very good.

b) Second meeting

Teacher asked the student to practice the conversation and read with their seatmate in their seat. But before that, teacher asked the student if there is word which didn't know

about to spell it. These were the words :Skyscrappers, statue, famous, and torch.

The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronounciation is good.

Student told one by one the word which didn't know how to spell it, after that pronounce it together one by one. As long as the teacher read the conversation, there are two male students who didn't pay attention, just looked at outside of the window, and other didn't read it.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students about the difficult words of the conversation.

(2) Teacher read the conversation.

(3) Teacher asked the students to practice the conversation.

(4) Teacher asked the students to read the conversation together.

(5) Teacher praised the students.

c) Third meeting

Teacher wrote the words which difficult to pronounce it. Like: Cursed, reached, arrested, proposed,

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. Then the teacher asked all students to read those words together, asked all the students to speak loudly. After read it, teacher praised the students which said, "Excellent" and asked all students to clap hands. Students said the words one by one together after the teacher read it first. All students were clapping hands. At the same time, there are some students who were giggling also.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher wrote the difficult words to pronounce.

(2) Teacher explained how to pronounce the words.

(3) Teacher asked all students to pronounce the words togther.

(4) Teacher asked all students to speak loudly.

(5) Teacher praised all students.

(6) Teacher asked all students to clap hands.

Mrs. R:

a) First meeting

While the teacher monitored the student's activities, and at the same time the student wrote their resul of their task infront of the class. Teacher looked at the student's answer and gave the correction one by one. If the answer was wrong, teacher gave another chance to another student to answer it again with the same question. Every answer is correct/right, teacher would say "very good" or "good".

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Students wrote their result of task in front the class.

(3) Teacher looked every student's answer.

(4) Teacher gave correction. If the answer was wrong, teacher would give a chance to another student to answer. But, if the answer was correct, the teacher would say very good and good.

b) Second meeting

Teacher summarized the material which giving some explanation about the discussion used her own words and gave the praising to every each group which said "It's good."All the students gave attention to the teacher.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher summarized the material.

(2) Teacher gave the explanation about the material.

(3) Teacher praised to each grouphs.

c) Third meeting

Teacher ordered the students to read the conversation. There are two pairings for two times of reading the paragraph. They read the conversation with standing in front of their seat. After both the pairings read the conversation, teacher said, "Good, to both pairings. The other hand, the teacher checked the answer on by one which all of answers were right. Then teacher said, "Very good" then gave a point in absent list to the students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher praised the students's pairing.

(3) Teacher corrected the student's spelling.

(4) Teacher and all students read the conversation.

From the observation above, the researcher found out that both teachers did the complementing wherever student finished what the teacher asked to and the result of it was good. The other, students have answered their result with the right answer.

4) **Joking:** telling some anecdotes and making jokes.

Mr. M:

a) First meeting

Teacher activated student's knowledge about the previous material which is about simple present tense. Firstly, teacher asked about bold maker. Then, explained a little about simple present tense. Teacher asked student about examples of simple present tense. At the same time teacher made a joke through adding 's' in a verb in example of simple present tense which said "Don't too much put 's' because it will be

cool then!". This "s" here is supposed to be "ice" in word (noun).

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated student's knowledge.

(2) Teacher explained the material.

(3) Teacher asked the examples.

(4) Teacher make a joke.

b) Second meeting

After the teacher explained about the function of speaking, then the teacher also told a story that related to a speaking that we must understand what the speaker talk about. This was the story:

There is a Padangnese who went to Medan. His car was broken in Angkola Jae. He was on the side of road which all surrounded by ricefields. There is a old woman who wown her ricefields. Then a Padangnese came close to an old woman and asked her, *"Sabantaete, iyo?"* the man didn't know that he used Padang language unconsciously though he has been arrived in South Tapanuli. The old woman said, *"Ndakamang...nanggosabanta on...namangongkos do au on"*

then the man thought, "How arrogant this woman is!, i just wanted to ask something, the she asked some fees." After that, the man went from there and pushed his car for some metres forwards. After that the teacher gave the conclusion that if there is a mistake in speaking and the listener don't know what the speaker talk. It will be make a big effect on it.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained the material about speaking.

(2) Teacher told a story.

(3) Teacher gave the conclusion.

c) Third meeting

After teacher and all students finished read the words on the white board. Then, the teacher told a story that related to the material. The story is below:

This a story about one student who didn't pay attention toward teacher what the teacher said. The sentence is "I do have" because the student from the beginning didn't pay attention to what the teacher told. Then the boy said, "*Ido hape"* He pronounced what was the written on whiteboard. He didn't know how to pronounce it the due to he didn't pay

attention already.So, the teacher gave an advice to all students that if there is a student who was reading the paragraph, all students had to pay attention to her/his friend who was readding the paragraph.

While listening to the story, all students were laughing hardly and some of them were giggling due to *"Ido hape"* story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked all students to read the words on the whiteboard.

(2) Teacher told a story.

(3) Teacher gave advice to all students.

From the observation above, the researcher concluded that Mr. M did the joke from the first meeting to the third meeting which was related to the material.

Mrs. R

a) First meeting

There was no joking in the process of learning of Mrs. R.

b) Second meeting

There was no joking in the process of learning of Mrs. R.

c) Third meeting

After the students practice the conversation, teacher said to student to know of every word or sentence in the book and teacher talking. Then asked students to bring the dictionary so if they didn't know the meaning of word, they could opened their dictionary to see the difficult word. Then teacher told a story:

"There is one of rich person in Indonesia. He has much much money. He also often went to every interested places in Indonesia, like Raja Ampat, Borobudur Temple, Bali, Kuta Beach, Komodo Island, etc. He couldn't speak English at all. One day, he wanted to go abroad country. It is in New York. So he paid a tourist guide for him. After arriving in New York, they stayed in seven stars hotel. At morning, this rich person woke up early (the tourist guide didn't wake up yet)

So, he decided to go for sightseeing around the hotel. While walking, he saw many big buildings The he asked one of person who crossed the road, *"Gedung-gedung mewah ini punya siapa ya?"* (Because the person who has been asked do

not know what has been talked because he used to speak Indonesian language). Then a person answered softly, "I don't know." After that, the rich person whispered softly*,"Wah…kaya sekali si I don't know ini ya!...”* Then, he went forward for few metres and he saw many luxuries cars, like Ferrary, Lamborgini. Then he asked back again another person who crossed, "Mobil-mobil ini punya siapa ya?" then the person answered, "I don't know!" the the rich person tought, *"Wow..sungguh benar-benar kaya ya si Idon't know ini, punya banyak bangunan-bangunan besar ditambah lagi mobil-mobil mewah ini..”* After that, no longer around, while coming back to the hotel, he saw there is a person who had been dead at the car accident. The he asked to one of the crowded persons, *"Siapa yang telah meninggal itu ya!”* after that the person answered back, "I don't know..." then the rich person was just like shocked and thought, *"Innalillahi Wainnailaihi Rajiun...wah ternyata si I don't know sudah meninggal...”*

After the teacher finished with her story, the teacher told to all students to learn and study hard in English lesson and also to bring the dictionary so the students all know the

words in English so that they didn't alike same with that story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher ordered the students to know every words in the book.

(3) Teacher asked the students to bring the dictionary.

(4) Teacher told a story related to student's behavior.

(5) Teacher gave advice to all students.

From the observation above, the researcher concluded that Mrs. R did not do the jokes for the first and the second meeting, but just for the third meeting and also that was related to the material.

5) Laughter: letting to laugh or giggling.

Mr. M

a) First meeting

While the teacher made the examples of simple present tense, then explained it one by one which have been given by the student. Then, the teacher asked the students with him to read it together, at the same time all students was laughing

due to a joke that has been made the teacher which said "Don't too much put "s" because it will be cool then!."

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher write the examples of simple present tense.

(2) Teacher asked the students to read together.

(3) Teacher made a joke.

(4) All students and the teacher were laughing together.

b) Second meeting

After the teacher explained about the function of speaking, then the teacher also told a story that related to a speaking that we must understand what the speaker talk about. This was The Story:

There is a Padangnese who went to Medan. His car was broken in Angkola Jae. He was on the side of road which…

After that the teacher gave the conclusion that if there is a mistake in speaking and the listener don't know what the speaker talk. It will be make a big effect on it. While the teacher told the story, all students' engaged to listen to the story. Then while the part of joking of the story, all students were laughing hardly about hearing the story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained the material about speaking.

(2) Teacher told a story.

(3) Teacher gave the conclusion.

(4) All students were laughing hardly while hearing the story.

c) Third meeting

After the teacher and all students finished read the words on the white board. Then, the teacher told a story that related to the material. The story is below:

This a story about one student who didn't pay attention toward teacher…

So, the teacher gave an advice to all students that if there is a student who was reading the paragraph, all students had to pay attention to her/his friend who was reading the paragraph. While listening to the story, all students were laughing hardly and some of them were giggling due to *"Ido hape"* story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked all students to read the words on the whiteboard.

(2) Teacher told a story.

(3) Teacher gave advice to all students.

(4) Teacher and all students were laughing.

Mrs. R:

a) First meeting

There was no laughter in process of learning of Mrs. R.

b) Second meeting

There was no laughter in process of learning of Mrs. R.

c) Third meeting

After the students practice the conversation, teacher said to student to know of every word or sentence in the book and teacher talking. Then asked students to bring the dictionary so if they didn't know the meaning of word, they could opened their dictionary to see the difficult word. Then teacher told a story:

"There is one of rich person in Indonesia. He has…,"

After the teacher finished with her story, the teacher told to all students to learn and study hard in English lesson and also to bring the dictionary so the students all know the words in English so that they didn't alike same with that story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher ordered the students to know every words in the book.

(3) Teacher asked the students to bring the dictionary.

(4) Teacher told a story which related to student's behavior.

(5) Teacher and students were laughing.

(6) Teacher gave advice to all students.

So from the explanation of observation above, the researcher found out the the laughter was related to the jokes which have been done by the teacher. So if there was no joke in teacher's strategy so there is no laughter in it too.

c. Uses Ideas of Student

1) Clarifying: clarifying the wrong idea or and giving more explanations.

Mr. M:

a) First meeting

Teacher activated student's knowledge about the previous material which is about simple present tense. Firstly, teacher asked about bold maker. Then, explained a little about simple present tense. Teacher asked student about examples of simple present tense. Teacher explained about the using of "s" in a verb of simple present tense which is the subject (she, he, and it) subject. At the same time, teacher made a joke through adding 's' in a verb of s.present tense which said "Don't too much put 's' because it will be cool then!".

The example of simple present tense was done by the teacher and students altogether. This "s" here is supposed to be "ice" in word (noun).

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated students' knowledge about the previous material.

    (2) Teacher explained the material about simple present tense.

    (3) Teacher asked about the examples.

    (4) Teacher explained about the using 's' in the verb of simple present tense.

    (5) Teacher made a joke through the adding 's' in the verb form.

b) Second meeting

Teacher introduced the material which was about speaking. First, teacher asked, "Who knows what is the best languane in the world?." While teacher asked about what is the best language in the world. A student answer, "English, sir", other student said, "Japan, sir" and some others students said, "Indonesian, sir" which rose their hand first before answering.

Then teacher answer the best language in the world is that what we say to other when we talk with others is understood by the listener. The the teacher made the conclusion that all the languages in the whole worlds are all best. Butthe main thing is we understand what the speaker talk.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked about the material.

(3) Students gave their opinions about the material.

(4) Teacher gave idea about the material.

(5) Teacher gave the conclusion about the material.

c) Third meeting

After the teacher read the paragraphs, then teacher wrote the words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed.

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. Then, the teacher asked all students to read those words together.

The other hand, Teacher ordered the student to read the paragraph. Every students for one paragraph. After all paragraphs had been read by student, teacher wrote some

words which had been spelt wrongly. Those words were: Village, daughter, secret, people.

After that, teacher wrote the words then teacher spelt it and explained how to pronounce the word. Then, teacher asked all students to pronounce it together after the teacher read first. The students read the words on the whiteboard. But there are 4 students who didn't pay attention to read the words that they talked with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher read the paragraphs.

(2) Teacher wrote the difficult words.

(3) Teacher explained how to pronounce the words.

(4) Teacher asked all students to read the words together.

(5) Teacher asked the students to read the paragraphs.

(6) Teacher wrote some words which spelt wrongly.

(7) Teacher explained how to spell the words.

(8) Teacher asked all students to pronounce the words together.

Mrs. R

a) First meeting

There is no clarifying in the process of learning of Mrs. R.

b) Second meeting

Teacher introduced the material and said that the material is the simplae past tense. Firstly, teacher asked the formula of simple past tense to the students. The wrote it on the whiteboard. The followed with the example which given by students and the teacher. Students engaged to the process of learning. But the student who was sit in the backseat talked with their seatmate and also near their seat.

As long as of process of learning, teacher asked the question that related to the simple past tense. Teacher explained the material used full English the followed by Indonesian languange.After finishing in learning material, teacher asked the students to write in their each book.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked the students about the material.

(3) Teacher wrote student's idea on the whiteboard.

(4) Teacher and students gave their idea about the material.

(5) Teacher explained the material.

(6) Teacher asked the students to write all about the material on their each writing books.

c) Third meeting

Teacher ordered the students practice the conversation. There are two pairings for two times of reading the paragraph.

They read the conversation with standing in front of their seat. After both the pairings read the conversation, teacher said, "Good, to both pairings. Then the teacher corrected their mistakes of spelling in the conversation which said softly, "You both are good, but there is a little mistake of spelling." Teacher said smilingly. After that, teacher asked all students to read the conversation after the teacher read it first altogether.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher praised the students's pairing.

(3) Teacher corrected the student's spelling.

(4) Teacher and all students read the conversation.

So from observation above, the researcher found out that both teachers did the clarifying strategy after student gave their idea about the material.

2) Using idea: using some ideas of student while process of learning.

Mr. M

a) First meeting

Teacher activated student's knowledge about the previous material which is about simple present tense. After that, explain a little about simple present tense. Teacher asked student about examples of simple present tense.Then, the students made examples of simpe present tense in front of the class which rising their hand first and after all finished with the examples, then all the students read it together with the teacher.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated students' knowledge about the previous material.

(2) Teacher explained the material about simple present tense.

(3) Teacher asked about the examples.

(4) Students made the examples of simple present tense.

(5) Teacher and all the students read the examples together.

b) Second meeting

Teacher asked the student to practice the conversation and read with their seatmate in their seat. But before that, teacher asked the student if there is word which didn't know about to spell it. These were the words: Skyscrappers, statue, famous, and torch.

The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronounciation is good. But before that, teacher read the conversation first the followed by all students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked about the difficult words of the conversation.

(2) Teacher read the conversation.

(3) Teacher asked the students to practice the conversation.

(4) Teacher aske dthe students to read together.

(5) Teacher praised all students.

c) Third meeting

Teacher asked the students which words were difficult to pronounce then the student said it one by one. Teacher wrote the words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed,

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. Then the teacher asked all students to read those words together, asked all the students to speak loudly.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to find the words which difficult to pronounce it.

(2) Teacher wrote the difficult words to pronounce.

(3) Teacher explained how to pronounce the words.

(4) Teacher explained the words if ended by 't'.

(5) Teacher asked all students to read the words.

(6) Teacher asked all students to speak loudly.

Mrs. R

a) First meeting

There is no using idea in the process of learning in the first meeting.

b) Second meeting

Teacher introduced the material and said that the material is the simplae past tense. Firstly, teacher asked the formula of simple past tense to the students. The wrote it on the whiteboard. The followed with the example which given by students and the teacher.

As long as of process of learning, teacher asked the question that related to the simple past tense. Teacher explained the material used full English the followed by Indonesian languange. After finishing in learning material, teacher asked the students to write in their each book.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked the students about the material.

(3) Teacher wrote student's idea on the whiteboard.

(4) Teacher and students gave their idea about the material.

(5) Teacher explained the material.

(6) Teacher asked the students to write all about the material on their each writing books.

c) Third meeting

Teacher introduced the material which asked the students to open their text book firstly. Then, teacher showed the conversation from the text book to all students. Before teacher commanded students to read the conversation, teacher asked the students if there is word who didn't they understand the meaning and how to spell it.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked the students to open their text book.

(3) Teacher showed to the students the conversation from the text book.

(4) Teacher asked the students rather they understood the meaning and also how to pronounce the words or not.

(5) Teacher asked the students to read the conversation.

From the observation above, the researcher found out that both the teachers did the clarifying wherever the student gave their idea about the material.

3) Interpreting: giving the ideas with own words which are recognized by students.

Mr. M

a) First meeting

Teacher activated student's knowledge about the previous material which is about simpple present tense. The explain a little about simple present tense. Teacher asked student about examples of simple present tense. Teacher explained about adding 's' of personal pronoun (she, he, it) in simple present tense. At the same time teacher made a joke through adding 's' in a verb of s.present tense which said "Don't too much put 's' because it will be cool then!".

The example of simple present tense was done by the teacher and students altogether. This "s" here is supposed to be "ice" in word (noun).

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated students' knowledge about the previous material.

(2) Teacher explained the material about simple present tense.

(3) Teacher asked the student about the examples of simple present tense.

(4) Teacher explained about adding 's' in a verb form of simple present tense.

(5) Teacher made a joke.

b) Second meeting

Teacher introduced the material which was about speaking. First, teacher asked, "Who knows what is the best languane in the world?" then teacher answer the best language in the world is that what we say to other when we talk with others is understood by the listener. The the teacher made the conclusion that all the languages in the whole worlds are all

best. But the main thing is we understand what the speaker talk.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked about the material.

(3) Students gave their opinions about the material.

(4) Teacher gave idea about the material.

(5) Teacher gave the conclusion about the material.

c) Third meeting

After the teacher read the conversation, then followed by the students, then teacher asked the student about the difficult words in the conversation and those words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed.

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the

words. Then, the teacher asked all students to read those words together.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher read the conversation.

(2) Teacher asked the students about the difficult words of the conversation.

(3) Teacher wrote the difficult words on the white board.

(4) Teacher explained how to pronounce the words if ended by 't'.

(5) Teacher asked all students to pronounce the difficult words together.

Mrs. R

a) First meeting

There is no interpreting in the process of learning of Mrs. R in the first meeting.

b) Second meeting

There is no interpreting in the process of learning of Mrs. R. in the second meeting.

c) Third meeting

Teacher explained again about the conversation with her own words. At the same time asked the students who didn't understand yet about the material.Students listened to what the teacher explained. While the teacher asked if is there who didn't understand then all students answered, "No, ma'am" altogether.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained about the conversation.

(2) Teacher asked the students rather who has been understood or not.

(3) All students' answered were not.

From the observation above, the researcher found out that both the teachers used the interpreting wherever after student gave his/her idea about the material.

4) **Summarizing:** summarizing all students' idea.

Mr. M

a) First meeting

After finishing all about the task, the teacher took a conclusion that students of X-4 have been comprehended

about Simple Past Tense form which is from the definition, form of irregular and regular verb then the examples of simple past tense. Lastly, teacher praised all students which said,"100 marks for class X-4". then teacher and the students were clapping hands.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher took a conclusion that all students have been comprehended.

(2) Teacher praised all students.

(3) Teacher and the students were clapping hands.

b) Second meeting

After the teacher told a story that related to the speaking, teacher the teacher gave the conclusion that if there is a mistake in speaking and the listener don't know what the speaker talk. It will be makes a big effect on it.Then, the teacher made the conclusion that all the languages in the whole worlds are all best. Butthe main thing is we understand what the speaker talk.

Then also the teacher summarized students' idea which was about what the best languages in the world. Then,

students gave their ideas about what is the best languages in the world, like Japan, English, Indonesia, etc. Then, the teacher made the conclusion that all the languages in the whole worlds are all best. Butthe main thing is we understand what the speaker talk.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher told a story that related to the material.

(2) Teacher gave a conclusion.

(3) Teacher summarized all students's idea.

(4) Teacher gave the conclusion about the mateial.

c) Third meeting

After the teacher read the conversation, then followed by the students, then teacher asked the student about the difficult words in the conversation and those words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed.

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too

clearly, then also given pressing "t" in every ending of the words. Then, the teacher asked all students to read those words together.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher read the conversation.

(2) Teacher asked the students about the difficult words of the conversation.

(3) Teacher wrote the difficult words on the white board.

(4) Teacher explained how to pronounce the words if ended by 't'.

(5) Teacher asked all students to pronounce the difficult words together.

Mrs. R

a) First meeting

In the end of the process of learning, teacher summarized the material which giving some explanation about the material used her own words and gave the praising to every each group which said "It's good."

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher summarized the mateial.

(2) Teacher gave the praising to every grouph.

(3) Teacher gave explaination back.

b) Second meeting

After the teacher finished the process of learning the material, teacher summarized the material which giving some explanation about the discussion used her own words and gave the praising to every each group which said "It's good."All the students gave attention to the teacher.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained the material back using her own words.

(2) Teacher summarized the material.

(3) Teacher praised the students.

c) Third meeting

Teacher explained again about the conversation with her own words. At the same time asked the students who didn't understand yet about the material.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained again about the conversation.

(2) Teacher askes the students rather they have been understood or not.

From the observation above, the researcher found out that both the teachers rarely to do the summarizing. But if the teacher did the summarizing, he/she just closed the material directly.

d. Asks Question

1) Asking question: asking questions which related to the material.

Mr. M

a) First meeting

Teacher activated student's knowledge about the previous material which is about simple present tense. Firstly, teacher asked about bold maker. The explain a little about simple present tense. Teacher asked student about examples of simple present tense. Then, student gave the example

through rising their hand one by one. Students made examples of Simple Present Tense and read it together with the teacher.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated student's knowledge.

(2) Teacher explained the material.

(3) Teacher asked the example of the material.

(4) Student gave the example of the material.

(5) Teacher and all the students read the examples altogether.

b) Second meeting

Teacher introduced the material which was about speaking. First, teacher asked, "who knows what is the best languane in the world?." While teacher asked about what is the best language in the world. A student answer, "English, sir", other student sai, "japan, sir" and some others students said, "indonesian, sir" which rose their hand first before answering.

Then teacher answer the best language in the world is that what we say to other when we talk with others is understood by the listener. The the teacher made the conclusion that all the languages in the whole worlds are all

best. Butthe main thing is we understand what the speaker talk.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teaher asked the students about the material.

(3) Teacher gave his idea about the material.

(4) Teacher gave the conclusion.

c) Third meeting

After checked the present list of the students, teacher introduced the material about reading. First, teacher asked the student if there is word which didn't know about the meaning of the word, and how to spell the word in the paragraph text. Teacher read the words then followed by students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher checked the present list of the students.

(2) Teacher introduced the material.

(3) Teacher asked the students rather they know the meaning of words in the conversation or not.

(4) Teacher read the conversation first then followed by students.

Mrs. R

a) First meeting

Teacher asked the student who can answer the task which said "Who knows?." Then, wrote the answer in the whiteboard in front of the class. Most of female students who rose their hand to answer the task and also had gotten ranking in class.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students about the task.

(2) Students wrote their result on the whiteboard.

b) Second meeting

Teacher activated student's knowledge by asking questions to students about the previous material. Teacher introduced the material and said that the material is the simple past tense. Firstly, teacher asked the formula of simple past tense to the students. Just one student who asked the question. Her name is Claudya. Where as other students just listened it.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated student's knowledge.

(2) Teacher asked the students' some questions about the material.

(3) Teacher asked the students about the formula of simple past tense.

c) Third meeting

Teacher introduced the material which asked the students to open their text book firstly. Then, teacher show the conversation from the text book to all students. Before teacher commanded students to read the conversation, teacher asked the students if there is word who didn't they understand the meaning and how to spell it.Students listened to what the teacher explained.

While the teacher explained about the conversation text. There are two male students who talked with each other whispered which seated most behind.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked the students to open their text book.

(3) Teacher showed to the students the conversation from the text book.

(4) Teacher asked the students rather they understood the meaning and also how to pronounce the words or not.

(5) Teacher asked the students to read the conversation.

So from the observation above, the researcher found out that both teachers used to ask the student about the material which related to.

e. Gives Information

1) **Giving information:** giving information through lecturing with adding some examples.

Mr. M

a) First meeting

In the first of process of learning after the teacher checked the present list of the students. Teacher introduced the material which is about simple past tense. First, teacher explained the material through the meaning of simple past tense, using of simple past tense, form of simple past tense (regular and irregular verb) the last examples of simple past tense. Teacher took the example of simple past tense from the

previous examples of simple present tense. Those examples then changed into past form.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher checked the present list of the students.

(2) Teacher introduced the material.

(3) Teacher explained the material.

(4) Teacher took the examples of simple past tense through the previous examples of simple present tense.

b) Second meeting

Teacher activated student's knowledge which was simple past tense and gave a little explanation. Then teacher asked the students who didn't understand yet. Then, teacher introduced the material which was about speaking. First, teacher asked, "Who knows what is the best languane in the world?" While teacher asked about what is the best language in the world. A student answer, "English, sir", other student sai, "Japan, sir" and some others students said, "Indonesian, sir" which rose their hand first before answering. Then, the teacher answer the best language in the world is that what we

say to other when we talk with others is understood by the listener.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated student's knowledge.

(2) Teacher explained about the previous material.

(3) Teacher introduced the material.

(4) Teacher explained the material.

(5) Teacher asked the students a question that related to te material.

(6) Teacher gave their idea about the material.

(7) Teacher gave his idea about the material.

(8) Teacher gave the conclusion.

c) Third meeting

In the first of process teaching English, Teacher introduced the material about reading. First, teacher asked the student if there is word which didn't know about the meaning of the word, and how to spell the word in the paragraph text. Teacher read the words then followed by students. Teacher wrote the words which difficult to pronounce it. They were: Cursed, reached, arrested, proposed.

Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Then, teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. After that, teacher asked all students to read those words together.

Teacher ordered the student to read the paragraph. every student for one paragraph. After all paragraphs had been read by student, teacher wrote some words which had been spelt wrongly. Those words were: Village, daughter, secret, people.

Then, teacher asked all students to pronounce it together after the teacher read first.

After read the conversation, teacher said to student to know of every word or sentence in the book and teacher talking. Then asked students to bring the dictionary so if they didn't know the meaning of word, they could opened their dictionary to see the difficult word. Then the teacher told a story that related to someone who didn't the English because lack of vocabularies.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher read the paragraphs.

(2) Teacher wrote the difficult words.

(3) Teacher explained how to pronounce the words.

(4) Teacher asked all students to read the words together.

(5) Teacher asked the students to read the paragraphs.

(6) Teacher wrote some words which spelt wrongly.

(7) Teacher explained how to spell the words.

(8) Teacher asked all students to pronounce the words together.

Mrs. R

a) First meeting

In the first of process of learning after the teacher checked the present list of the students. Then, Mrs. R asked students to open the book and explained/introduced the material is about descriptive text on title "Clean water".Teacher asked the student to read the paragraphs which is one student for one paragraph. Before reading, thestudent had to rise their hand.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher checked the present list of the students.

(2) Teacher asked the students to open the book.

(3) Teacher introduced and explained about the material.

(4) Teacher asked the students to read the paragraph.

b) Second meeting

Teacher introduced the material and said that the material is the simple past tense. Firstly, teacher asked the formula of simple past tense to the students. The wrote it on the whiteboard. Then followed with the example which given by students and the teacher. As long as of process of learning, Students engaged to the process of learning. But the student who was sit in the backseat talked with their seatmate and also near their seat.

As long as of process of learning, teacher asked the question that related to the simple past tense. Teacher explained the material used full English the followed by Indonesian languange. After finishing in learning material, teacher asked the students to write in their each book.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher explained about the material.

(3) Teacher asked the students about the material.

(4) Students gave their idea about the material.

(5) Teacher asked the students to write the material to eache their books.

c) Third meeting

After read the conversation, teacher said to student to know of every word or sentence in the book and teacher talking. Then asked students to bring the dictionary so if they didn't know the meaning of word, they could opened their dictionary to see the difficult word. Then teacher told a story:

There is one of rich person in Indonesia. He has much much money. He also often went to every interested places in Indonesia, like Raja Ampat, Borobudur Temple, Bali, Kuta Beach, Komodo Island, etc. He couldn't speak English at all. One day, he wanted to go abroad country. It is in New York. So he paid a tourist guide for him. After arriving in New York, they stayed in seven stars hotel. At morning, this rich

person woke up early (the tourist guide didn't wake up yet). So, he decided to go for sightseeing around the hotel. While walking, he saw many big buildings. The he asked one of person who crossed the road, *"Gedung-gedung mewah ini punya siapa ya?"* (because the person who has been asked didn't know what was he talking because he used to speak Indonesian language). The a person answered softly, "I don't know." After that, the rich person wisphered softly*,"Wah…kaya sekali si I don't know ini ya!".* Then, he went forward for few metres and he saw many luxuries cars, like ferrary, lamborgini. Then he asked back again another person who crossed, *"Mobil-mobil ini punya siapa ya?"* then the person answered, "I don't know!" the the rich person tought, *"Wow..sungguh benar-benar kaya ya si Idon't know ini, punya banyak bangunan-bangunan besar ditambah lagi mobil-mobil mewah ini.."* after that, no longer arounds, while coming back to the hotel, he saw there is a person who had been dead at the car accident. The he asked to one of the crowded persons, *"Siapa yang telah meninggal itu ya!"* after that the preson answered back, "I don't know..." then the rich person was just like shocked and thought, *"Innalillahi*

Wainna ilaihi Rajiun...wah ternyata si I don't know sudah meninggal...

After the teacher finished with her story, the teacher told to all students to learn and study hard in English lesson and also to bring the dictionary so the students all know the words in English so that they didn't alike same with that story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher ordered the students to know every words in the book.

(3) Teacher asked the students to bring the dictionary.

(4) Teacher told a story which related to student's behavior.

(5) Teacher and students were laughing.

(6) Teacher gave advice to all students.

From the observation above, the researcher found out that both teachers did the giving information every time of the process of learning material.

2) **Facts:** giving information/material through facts.

Mr. M

a) First meeting

There is no fact the process of learning in the first meeting.

b) Second meeting

There is no fact the process of learning in the second meeting

c) Third meeting

After the teacher finished to read the conversation which followed by the students, then teacher wrote the words which difficult to pronounce it. Like: *Cursed, reached, arrested, proposed*, from the conversation on the book. Then teacher explained how to pronounce the words if ended by "t", to pronounce the word must be clearly and pronounce as "tit". Teacher explained if those words which didn't end by "t" that to pronounce the words had no too clearly, then also given pressing "t" in every ending of the words. Then the teacher asked all students to read those words together.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to find the words which difficult to pronounce it.

(2) Teacher wrote the difficult words to pronounce.

(3) Teacher explained how to pronounce the words.

(4) Teacher explained the words if ended by 't'.

(5) Teacher asked all students to read the words.

(6) Teacher asked all students to speak loudly.

Mrs. R

a) First meeting

There is no fact the process of learning in the first meeting.

b) Second meeting

There is no fact the process of learning in the first meeting.

c) Third meeting

There is no fact in the process of learning in the third meeting.

From the explanation of observation above, the researcher found out that both the teacher rarely used fact in thie process of learning material, especially for Mrs. R.

3) Own opinion: giving information/material with adding some opinions.

Mr. M

a) First meeting

Teacher introduced the material which is about simple past tense. First, teacher explained the material through the meaning of simple past tense, using of simple past tense, form of simple past tense (regular and irregular verb) and the lastly, the examples of simple past tense. Teacher took the example of simple past tense from the previous of simple present tense in the beginning of process of learning while the teacher activated student's knowledge. Those examples then changed into past form. After that, teacher asked student to write on white board one by one.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher explianed the material.

(3) Teacher took the examples of material through the previous examples of the material.

(4) Teacher asked the student to write the examples on the whiteboard.

b) Second meeting

Teacher activated student's knowledge which was simple past tense and gave a little explanation. Then teacher asked the students who didn't understand yet. Then, teacher introduced the material which was about speaking. First, teacher asked, "who knows what is the best language in the world?" While teacher asked about what is the best language in the world. A student answer, "English, sir", other student said, "Japan, sir" and some others students said, "Indonesian, sir" which rose their hand first before answering. Then, the teacher answer the best language in the world is that what we say to other when we talk with others is understood by the listener.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher activated student's knowledge.

(2) Teacher explained about the previous material.

(3) Teacher introduced the material.

(4) Teacher explained the material.

(5) Teacher asked the students a question that related to te material.

(6) Teacher gave their idea about the material.

(7) Teacher gave his idea about the material.

(8) Teacher gave the conclusion

c) Third meeting

After students finished read the words on the white board, the teacher told a story that related to the material. The story is below: This a story about one student who didn't pay attention toward teacher what the teacher said. The sentence is "I do have" because the student from the beginning didn't pay attention to what the teacher told. Then the boy said, *"Ido hape"* He pronounced what was the written on whiteboard. He didn't know how to pronounce it the due to he didn't pay attention already.

So, the teacher gave an advice to all students that if there is a student who was reading the paragraph, all students had to pay attention to her/his friend who was reading the paragraph.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to read the words on the whiteboard.

(2) Teacher told a story.

(3) Teacher oredered the student had to pay attention to the process of learning.

(4) Teacher gave advive to all students.

Mrs. R

a) First meeting

There is no own opinion in the process of learning in the first meeting.

b) Second meeting

The wrote it on the whiteboard.Teacher introduced the material and said that the material is the simple past tense. Firstly, teacher asked the formula of simple past tense to the students. Then, teacher wrote it on the whiteboard. After that, followed with the example which given by students and the teacher.

Second, Teacher explained the material back from the definition of simple past tense, form of simple past tense which is regular and irregular then the examples of simple pat tense used full English the followed by Indonesian languange.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher introduced the material.

(2) Teacher asked some question related to the material.

(3) Teacher wrote stduent's idea on the whiteboard.

(4) Teacher and the students gave their idea about the material.

(5) Teacher explained the material again to the students.

c) Third meeting

After students practice the conversation, teacher said to student to know of every word or sentence in the book and teacher talking. Then asked students to bring the dictionary so if they didn't know the meaning of word, they could open their dictionary to see the difficult word. Then the teacher told a story that related to someone who didn't the English because lack of vocabularies.

After the teacher finished with her story. The teacher told to all students to learn and study hard in English lesson and also to bring the dictionary so the students all know the words in English so that they didn't alike same with that story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to practice the conversation.

(2) Teacher asked the students rather they found the difficult meaning of words and difficult to pronounce or not.

(3) eacher asked the students to bring the dictionary.

(4) Teacher told a story.

(5) Teacher advice to all students.

From explanation of observation above, the researcher found out that both the teachers used the fact strategy wherever both teachers gave the examples of their material.

4) **Correcting without rejection:** correcting student's idea without using high intonation and cruel words and giving the reason why their idea is rejected softly.

Mr. M

a) First meeting

While the teacher ordered student to answer the task which wrote it on the white board. Students had their turnt one by one that started from in front of seat. Students answered the task one by one who started from frontseat. After students finished to write their result of task in front of

the classroom on the whiteboard, then the teacher and the students corrected together. Teacher would say "good", "very good" for the students who had the right answer.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to wrote their result of the task on the whiteboard.

(2) Student answered the task one by one.

(3) Teacher and all students corrected the task together.

b) Second meeting

After the students answer their result, then the teacher asked the students who wanted to answer and wrote it on the white board. The number of questions which was answered by the student was number 2, 3, 4 and number 9. From these question, there is one answer was wrong. It was number 2. Teacher corrected with saying "it is right, but less precise *(itu sudah betul nak, tapi masih kurang tepat)."*Then, the teacher told a story which had the same situation. This wass the story:

There is a boy in his bedroom. After finishing his study, he lay down onto his bed. At the same time he closed his eyes and then his father knock the door. But there is no answer so

he opened the door, then asked, "Are u sleeping?" The boy answered, "Yes". That's true that the boy felt sleepy but not sleeping. He just closed his eyes. Then the father was very confused and thought, "If he is sleeping then why he was answering me?" but the father had positive thinking that maybe his son was sleepy already. Then the teacher took a conclusion on that story.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to write their result of the task on the whiteboard.

(2) Students wrote their result of the task on the whiteboard.

(3) Teacher corrected the task.

(4) Teacher told a story.

(5) Teacher took the conclusion.

c) Third meeting

There was no correction in the process of learning in the third meeting.

Mrs. R

a) First meeting

Teacher asked the student to read the paragraphs one student for one paragraph. Before reading, thestudent had to rise their hand. One of student named Nadya Nadine read the paragraph then continued by Claudya Vallery. Both were the persons who had ranking in class. While reading the paragraph, 3 0f 11 students didn't pay attention to listen the learning.

After reading, teacher corrected Nadya's and Claudya's pronounciation softly, the gave the right speeling. After all finished, teacher read back the paragraph and translate it. Then gave the explanation about theparagrapghs used her own words in front of the class. First teacher used full English then into Indonesian lagunage.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the student tp read the paragraph.

(2) Students read the paragraph one by one.

(3) Teacher corrected student's pronunciation.

(4) Teacher read back the paragraph.

(5) Teacher translated the paragraph.

(6) Teacher explained about the paragraph.

b) Second meeting

There is no in correcting without rejection in the process of learning in the second meeting.

c) Third meeting

There was no correction in the process of learning in the third meeting.

From the observation above, the researcher found out that both teachers did the correction of student behavior wherever the student had bad manner.

f. Gives Direction

1) Giving direction: giving direction towards students what should they do/giving task.

Mr. M

a) First meeting

Teacher ordered student to answer the task and then wrote the result of the task on the white board. Students had their turnt one by one that started from in front of seat. After students finished all the task, teacher and the students corrected together. Teacher would say "good", "very good" for the students who had the right answer.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered the students to answer the task.

(2) Teacher ordered thetsudents to wrote their result of the task on the whiteboard.

(3) Teacher and all students corrected together.

b) Second meeting

Teacher asked the student to practice the conversation and read with their seatmate in their seat. But before that, teacher asked the student if there is word which didn't know about to spell it. These were the words: Skyscrappers, statue, famous, and torch.

The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronunciation is good. But before that, teacher read the conversation first the followed by all students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students about difficult words.

(2) Teacher asked the students to practice the conversation.

(3) Teacher and all students to read the difficult words.

(4) Teacher and all stduents read the conversation together.

(5) Teacher praised the students.

c) Third meeting

Teacher ordered the student to read the paragraph. One student for one paragraph. After all paragraphs had been read by student, teacher wrote some words which had been spelt wrongly. Teacher ordered the students to answer their task on the whiteboard. Teacher asked the student first who raise their hand in front of the class.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered the students to read the paragraphs.

(2) Teacher wrote some words which spelt by students wrongly.

(3) Teacher ordered the students to answere the task.

(4) Teacher asked the student who wanted to answer the task had to rise their hand first.

Mrs. R

a) First meeting

Teacher gave the direction to the students to do the task 5 page 23 to answer the questions of the task, and gave the time 20 minutes. After finishing with the task, teacher gave direction that the teacher ordered the students to give the result of the task in front of the class one by one, and who wanted to answer had to rise their hand first and the wrote it on white board.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to do the task.

(2) Teacher gave time for 20 minutes.

(3) Teacher ordered the students to write their result of the task in front the class.

b) Second meeting

Teacher commanded the students to make 4 groups which contains 5-6 students in every group. Then asked the students to do the task which answering the questions. After finished it all, one student in every group had to representative their result of the task on in front of the class.

Then, Students arranged their seats and made into 4 groups which contains 5-6 students. While arranging their seat, students made noisy and talked with their friends.

Teacher ordered the leader of the group to representative about their task and read it in front of the class for every group which started from the first group to the fourth group.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher commanded the students to make some grouphs.

(2) Teacher asked the stduents to do the task.

(3) Teacher asked the students to representative their result of the task.

c) Third meeting

Teacher ordered the students the conversation. There are two pairings for two times of reading the paragraph. They read the conversation with standing in front of their seat. After both the pairings read the conversation.

Teacher ordered the students to answer the task which related to the conversation. Before that, teacher gave the direction that after all students answered their task, then

students had to answer their task on whiteboard which rising their hand first before answering.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered the students the conversation.

(2) Teacher gave the direction that after all students answered their task.

(3) Teacher ordered the students to answer the task.

(4) Teacher asked the student who wanted to answer the task had to rise their hand first.

From the explanation of observation above, the researcher found out that both the teacher used the giving direction strategy wherever they have been finished with the explanation of the material.

2) Request: requesting students to do the task/answering the task.

Mr. M

a) First meeting

The teacher ordered student to answer the task of the simple past tense then wrote it on the white board. Students had their turnt one by one that started from in front of seat. Students answered the task one by one who started from

frontseat. After students finished to write their result of task in front of the classroom on the whiteboard, then the teacher and the students corrected together.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered student to answer the task.

(2) Students answered the task one by one.

(3) Teacher and the students corrected together.

b) Second meeting

Teacher asked the student to practice the conversation and read with their seatmate in their seat. But before that, teacher asked the student if there is word which didn't know about to spell it. These were the words: Skyscrappers, statue, famous, and torch. The teacher asked all students to read it together one by one. After read it all, teacher praised students which said their pronunciation is good. But before that, teacher read the conversation first the followed by all students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students about difficult words.

(2) Teacher asked the students to practice the conversation.

(3) Teacher and all students to read the difficult words.

(4) Teacher and all stduents read the conversation together.

(5) Teacher praised the students.

c) Third meting

After finished doing their task, Teacher ordered the students to answer their task on the whiteboard. Teacher asked the student first who raise their hand in front of the class.Students who answered their task were:

Putri Diana,

Annisa Afriani,

Anita Khoiriah,

Alisah Sanirah,

And Riski Sri Wahyuni .

Those students were had their ranking in classroom.

So based on explanation of interactions   above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher gave the direction towards students from doing the task until finishing the task.

(2) Teacher asked the students to do the task.

(3) Teacher ordered the students to write their result of task on the whiteboard.

(4) Teacher asked the student who wanted to answer the task had to rise their hand first.

Mrs. R

a) First meeting

Teacher asked students to do the task 5 page 23 to answer the questions of the task, and gave the time 20 minutes. The after all students answered the task of the paragraph s descriptive on the title "Clean Water." Then, the teacher gave direction that the teacher ordered the students to write their result of the task in front of the class one by one, and who wanted to answer had to rise their hand first and the wrote it on white board.

While answering the task most students who seat in the backseat made noisy and chat with thier seatmate.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked students to do the task.

(2) Teacher gave time for 20 minutes.

(3) Teacher ordered the students to write their result of the task in front the class.

(4) Students answered their task with rising their hand first.

b) Second meeting

Teacher commanded the students to make 4 groups which contains 5-6 students in every group. Then asked the students to do the task which answering the questions. After finished it all, one student in every group had to representative their result of the task on in front of the class. Teacher ordered the leader of the group to representative about their task and read it in front of the class for every group which started from the first group to the fourth group.

Then, Students arranged their seats and made into 4 groups which contain 5-6 students. While arranging their seat, students made noisy and talked with their friends.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher commanded the students to make some grouphs.

(2) Teacher asked the stduents to do the task.

(3) Teacher asked the students to representative their result of the task.

c) Third meeting

Teacher ordered the students to answer the task which related to the conversation. Before that, teacher gave the direction that after all students answered their task, then students had to answer their task on whiteboard which rising their hand first before answering.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher gave the direction towards students from doing the task until finishing the task.

(2) Teacher asked the students to do the task.

(3) Teacher ordered the students to write their result of task on the whiteboard.

(4) Teacher asked the student who wanted to answer the task had to rise their hand first.

From the explanation observation above, the researcher found out that both the teachers did the request strategy wherever the teachers asked the students to do something. They were asked the student to answer the task, wrote their result on the white board and also to read and practice about the material.

3) Command: commanding students to do the task.

Mr. M

a) First meeting

After the teacher explained all about the simple past tense which were from the definition, forms, then lastly the examples of simple past tense. Then, the teacher commanded the students to answer the task.It was about the simple past tense which is essay form.While answering their task, there are two students who talked with their each seatmate. Those students seated in most backseat. After all students finished their task, teacher asked them to wrote their answer on the whiteboard in front of the class.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained the material.

(2) Teacher commanded the students to answer the task.

(3) Teacher asked the students to write their result of the task on the whiteboard.

b) Second meeting

After the teacher explained about the material, then the teacher asked all students to answer the task of conversation.

Teacher ordered student to answer the task which contain 10 questions. The the teacher commanded the students to answer just 5 questions randomly. Then, all students answered the task randomly. After all students finished doing their task, teacher asked them to write their result of the task on the whiteboard in front of the class.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher explained the material.

(2) Teacher asked all students to answer the task of the conversation.

(3) Teacher ordered the students to answer just five questions from the task of the conversation.

(4) Students answered the task.

(5) Teacher asked the stduents to write their result on the whiteboard.

c) Third meeting

After students and the teacher read the paragragraph altogether, teacher ordered the students to answer the task of the the paragrapghs.. Before that, teacher gave the direction that after all students answered their task, then students had to

answer their task on whiteboard which rising their hand first before answering.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher ordered the students to read the paragragraphs.

(2) Teacher and the students read the paragragraph altogether.

(3) Teacher ordered the students to answer the task.

(4) Teacher ordered the students to write their result of task on the whiteboard.

(5) Teacher asked the student who wanted to answer the task had to rise their hand first

Mrs. R

a) First meeting

Teacher asked students to do the task 5 page 23 to answer the questions of the task, and gave the time 20 minutes. The after all students answered the task of the paragraphs. It was about descriptive text on the title "Clean Water." Then, the teacher gave direction that the teacher ordered the students to write their result of the task in front of

the class one by one, and who wanted to answer had to rise their hand first and the wrote it on white board.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked students to do the task.

(2) Teacher gave time for 20 minutes.

(3) Teacher ordered the students to write their result of the task in front the class.

(4) Students answered their task with rising their hand first.

b) Second meeting

Teacher commanded the students to make 4 groups which contains 5-6 students in every group. Then asked the students to do the task which answering the questions. After finished it all, one student in every group had to representative their result of the task on in front of the class. Teacher ordered the leader of the group to representative about their task and read it in front of the class for every group which started from the first group to the fourth group.

Then, Students arranged their seats and made into 4 groups which contain 5-6 students. While arranging their seat, students made noisy and talked with their friends.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher commanded the students to make some grouphs.

(2) Teacher asked the stduents to do the task.

(3) Teacher asked the students to representative their result of the task.

c) Third meeting

Teacher ordered the students to answer the task which related to the conversation. Before that, teacher gave the direction that after all students answered their task, then students had to answer their task on whiteboard which rising their hand first before answering. All students were doing their task. Some of them oepned their dictionary. Most of them who brought the dictionary were female students.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher gave the direction how to do the task.

(2) Teacher ordered the students to answer the task.

(3) Teacher asked the student who wanted to answer the task had to rise their hand first.

(4) Teacher ordered the students to write their result of task on the whiteboard.

From the explanation observation above, the researcher found out that both the teachers did the request strategy wherever the teachers asked the students to do something. They were asked the student to answer the task, wrote their result on the white board and also to read and practice about the material. Simplify, for the request and command were same.

g. Criticize Students Behavior

1) **Rejecting behavior of student:** rejecting behavior of student softly and gave the explanation what they have done is unvalued.

Mr. M

a) First meeting

There is rejecting of student's behavior in the process of learning in the first meeting.

b) Second meeting

Teacher monitored the students which came to their seat, and asked student which was they didn't understand the word. While monitoring, the teacher asked the student who came lately. He came lately due to his tire of bike was broken. The teacher gave advice to not come lately anymore. After

that, the teacher came back again to ask the student if they have been finished or not.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every student's seat.

(3) Teacher asked the students rather they understand the material or not.

(4) Teacher asked the student who came lately.

(5) Teacher gave advive to the student who came lately.

(6) Teacher asked the stduents about the material back if they finished or not.

c) Third meeting

There is no rejecting behavior of student in the process of learning in the third meeting.

Mrs. R

a) First meeting

There is rejecting of student's behavior in the process of learning in the first meeting.

b) Second meeting

While doing their task in group, teacher monitored all students, there is one student who came lately. Then the teacher asked him why did he came lately. Then, the student answered that due to he stayed up all the night. After that, teacher gave him advice to not come lately anymore, then asked him to go back to his seat. The other hand, 2-3 persons made noisy and talked with their friends in the group. There are 3 of 11 students who slept and yawned in the class. Most of them were male students. After teacher gave advice to the student who came lately, teacher asked the stduents to keep silent and continued their task.

In process of teaching, there isone student who was walking around the group and the rest of the groups were doing the task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored all the students.

(2) Teacher asked the stduent who came lately.

(3) Teacher gave advice to the student.

(4) Teacher asked the students to keep silent.

(5) Teacher asked all students to continued their task.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task.

While doing their task, the students who engaged to the task were female students. Where as, the male students (5-8 persons) talked while doing the task with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the students rather they have aquestion or not which related to the material.

(3) Teacher commanded all students to do their task.

(4) Teacher commanded all students to keep silent.

From the explanation of observation above, the researcher found out that for both teachers used this strategy rarely.

2) **Trying to change the non-acceptable behavior:** giving advice to student so they change their behavior to be better.

Mr. M

a) First meeting

Before going home, teacher gave a motivation to students which saying, "Good custom makes all things easily." Then asked students to study hardly. Then, Students looked at teacher, and focused on what the teacher said. After that, teacher closed the material which said, "Good bye, see next meeting."

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Techer gave a motiation.

(2) Teacher aske the students to study hardly.

(3) Teacher closed the material.

b) Second meeting

Teacher monitored the students which came to their seat, and asked student which was they didn't understand the word. While monitoring, the teacher asked the student who came lately. He came lately due to his tire of bike was broken. The teacher gave advice to not come lately anymore. After

that, the teacher came back again to ask the student if they have been finished or not.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored the students.

(2) Teacher came to every student's seat.

(3) Teacher asked the students rather they understand the material or not.

(4) Teacher asked the student who came lately.

(5) Teacher gave advive to the student who came lately.

(6) Teacher asked the stduents about the material back if they finished or not.

c) Third meeting

While the students answering the task, teacher went out for a moment then came back to the class. After that, teacher asked the students if they finished or not yet. Teacher went to student's seat and asked her/his if they had problem of doing her/his task.Teacher commanded thestudents to keep silent and did their task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went out of the classroom for a moment.

(2) Teacher went back to the classroom.

(3) Teacher asked the students rather they finished doing their task or not.

(4) Teacher went to every student's seat.

(5) Teacher asked the students rather they have problem of doing task or not.

(6) Teacher commanded the students to do their task and keep silent.

Mrs. R

a) First meeting

There is no trying to change the non-acceptable behavior in the process of learning in the first meeting.

b) Second meeting

While doing their task in group, teacher monitored all students, there is one student who came lately. Then the teacher asked him why did he came lately. Then, the student answered that due to he stayed up all the night. After that, teacher gave him advice to not come lately anymore, then

asked him to go back to his seat. The other hand, 2-3 persons made noisy and talked with their friends in the group. There are 3 of 11 students who slept and yawned in the class. Most of them were male students. After teacher gave advice to the student who came lately, teacher asked the stduents to keep silent and continued their task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher monitored all the students.

(2) Teacher asked the stduent who came lately.

(3) Teacher gave advice to the student.

(4) Teacher asked the students to keep silent.

(5) Teacher asked all students to continued their task.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher asked the students to answer the task.

(2) Teacher went out of class for a moment.

(3) Teacher went to every student's seat.

(4) Teacher asked the students rather they have a question about the task or not.

(5) Teacher commanded all students to keep silent and did their task.

From the explanation of observation above, the researcher found out that for both teachers used this strategy rarely.

3) Communicating anger, displeasure, annoyance, and dissatisfaction:

Mr. M

There is no communicating anger, displeasure, annoyance and dissatisfaction in the process of learning in the first meeting, second meeting and third meeting.

Mrs. R

a) First meeting

There is no communicating anger, displeasure, annoyance and dissatisfaction in the process of learning in the first meeting.

b) Second meeting

While doing their presentation, teacher looked at the students who gave the presentation in front of the class intensely. Then asked the students to keep silent and paid attention to her/his friend whi giving the presentation. Then, All students were engaged and focused to his/her friend who gave the presentation in front of the class.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher gave attention towards student who gave the presentation.

(2) Teacher asked the students to keep silent.

(3) All students were engaged and focused back.

c) Third meeting

While the students answering their task, teacher went to every seat of students and asked them if they had a question about the material. Teacher commanded all students to keep silent and did their task. While doing their task, the students who engaged to the task were female students. Meanwhile, the male students (5-8 persons) talked while doing the task with their seatmates.

So based on explanation of interactions above the researcher took the result of observation based on the strategies, as follows:

(1) Teacher went to every student's seat.

(2) Teacher asked the students rather they have aquestion or not which related to the material.

(3) Teacher commanded all students to do their task.

(4) Teacher commanded all students to keep silent.

From the explanation of observation above, the researcher found out that for both teachers used this strategy rarely.

4) **Communicating criticism:** telling the students what they said in unvalued.

There was no communicating criticism for both the teachers.

The researcher has been summarized the results of teacher's interactions strategies in SMA Negeri 5 Padangsidimpuan based on Foreign Language Interaction Analysis (FLINT) system as below:

a. First meeting

1) Deals with feeling

Mr. M: Accepting, discussing, and communicating.

Mrs. R: Accepting, discussing, and communicating.

2) Praises or encourages

Mr. M: Praising, complementing.

Mrs. R: Complementing.

3) Jokes

Mr. M: Joking, laughter.

Mrs. R: There was no joking/laughter for Mrs. R

4) Uses idea of student

Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, and correcting without rejection.

Mrs. R: Giving information, and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting an commanding.

8) Criticizes student behavior:

Mr. M: Trying to change the non-acceptable behavior.

Mrs. R: There was no criticize student behavior for Mrs. R.

b. Second meeting

1) Deals with feeling

Mr. M: Accepting, discussing, communicating and referring.

Mrs. R: Accepting, discussing, communicating and referring.

2) Praises or encourages

Mr. M: Praising, complementing.

Mrs. R: Praising and complementing.

3) Jokes

Mr. M: Joking and laughter.

Mrs. R: There was no joking/laughter for Mrs. R

4) Uses idea of student

Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Clarifying, using idea and summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, and correcting without rejection.

Mrs. R: Giving information, own opinion and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting and commanding.

8) Criticizes student behavior:

Mr. M: Rejecting behavior of student and trying to change the non-acceptable behavior.

Mrs. R: Rejecting behavior of student, trying to change the non-acceptable behavior and communicating anger, displeasure, annoyance and dissatisfaction.

c. Third meeting

1) Deals with feeling

Mr. M: Accepting, discussing, communicating and referring.

Mrs. R: Accepting, discussing, communicating and referring.

2) Praises or encourages

Mr. M: Praising, complementing.

Mrs. R: Praising and complementing.

3) Jokes

Mr. M: Joking and laughter.

Mrs. R: joking and laughter.

4) Uses idea of student

Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Clarifying, using idea, interpreting, and summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, fact, and correcting without rejection.

Mrs. R: Giving information, own opinion and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting and commanding.

8) Criticizes student behavior:

Mr. M: Trying to change the non-acceptable behavior.

Mrs. R: Rejecting behavior of student, trying to change the non-acceptable behavior and communicating anger, displeasure, annoyance and dissatisfaction.

So based on categories of teacher talk above, the researcher concluded that the most teacher's interaction strategies in teacher talk based on Foreign Language Interaction Analysis (FLINT) which have been done by teacher. They were: asking question, giving direction, giving information, complementing, joking, dealing with feeling, and criticizing student behavior.

B. Discussion

In teaching, a teacher has a big effect in process of learning. A teacher has also a big duty which is have to make a classroom becomes alive and at the same time can manage the situations during the process of teaching English. So in case, a teacher has to make some strategies to be able to control the class so the class becomes successful. So the main thing which should be done by a teacher is making interaction. Because the main role of teaching is the interaction between teacher and the students.

Based on analyzing of collecting data, it has been taken the conlusion that the most teacher's interaction strategies in teacher talk based on Foreign Language Interaction Analysis (FLINT) system which have been done by the teacher. They were: Asks question, gives direction, gives information, praises or encourages, jokes, deals with feeling, and criticizes student behavior.

On the other hand, both teachers used to speak Indonesian then the teacher changed into English language. Sometimes, both the teachers used to speak Bataknese as compliment for their explanation of the material, such as gave the story towards the students, or while gave the advice. Both that situation were the examples of teachers used to speak Bataknese towards the student.

Additionally, due to both teachers were still used to speak Batakness or Indonesian, those cases would effect to the student talk also. Like, every time teacher spoke Bataknese, the student also replied to the teacher with

Bataknese. While the teacher spoke Indonesian language, the student also replied to the teacher with Indonesian Language.

Not only teacher's strategies above which has been the only way to build a successful in teaching English. But also, there are many strategies in teching English. One of them is according to research which had been done by Rini Triani Pujiastuti's script entitle: "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners." The conclusions of her reasearch is teacher's strategies in Teacher Talk and Student Talk in English for young learners were: This paper has presented the consistency of the findings from the previous research that teacher talk plays dominant part in classroom interaction as mentioned by Nunan (2001). It is also found that some categories of teacher talk, beginning from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Regarding the student talk, this study has shown two types of student talk covering responses and initiation. Many display questions posed by the teacher have motivated the students to give responses.The finding of the study also revealed the role of the teacher that was mostly adopted by the teacher i.e. the controller. It can be shown from the high percentage of giving direction, lecturing and asking question by which the teacher led the flow of

interaction.[1] So, the researcher took the conclusion that the teacher's interaction strategies in teacher talk that most of types of teacher talk had been done by teacher that shown above. They were: giving direction, lecturing, asking question, using idea of student, accepting idea of student, praising, criticizing, and accepting feelings. Whereas, in this research, the researcher found the categories of teacher talk which consist of giving direction, asking question, giving information, praising or encouraging, joking, dealing with feeling and criticizing student behavior. From explanation above, the researcher concluded that both of researches had same categories of teacher talk which has been done by the teacher, except joking.

C. Threads of the Research

The step of the research had been done appropriate with the steps which were on the methodology of the research. The steps have been done to get the result of the research objectively and sistematically, and also to get the excellence result from the research were more difficult because the weakness of this research.

Based on the result of observation and interview by the reseacrher that have been known as an analysis of teacher's interaction strategies in teaching English at SMA Negeri 5 Padangsidimpuan in analyzing of teacher talk based

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[1]Rini Triani Pujiastuti, Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners, (Jakarta: English Education Study Program of Indonesia University of Education, 2013), taken from journal in *ejournal.upi.edu/index.php/L-E/article/download/361/250,* retrieved at April 20, 2017.

on foreign language interation analysis (FLINT) system which has been done by the teaccher. They were: asks question, gives direction, gives information, praises or encouraages, jokes, deals with feeling and criticize student's behavior.

There were also some weaknesses of this research. They were: both teachers were still used to speak bataknese during the process of teaching. Such as, in explanation of the material, while the teacher told a story towards the student, and also while the teacher gave the advice to the student. Especially Mr. M did all those the situation that has been explained above. The other side, both teachers also used to speak Indonesian and then they changed into English while speak towards the students and as long as the process of the research. But in this case, Mrs. R was the most person who used to speak English than Mr. M while doing the process of learning in classrom.

Additionally, due to both teachers were still used to speak Batakness or Indonesian, those cases would effect to the student talk also. Like, every time teacher spoke Bataknese, the student also replied to the teacher with Bataknese. While the teacher spoke Indonesian language, the student also replied to the teacher with Indonesian Language.

Eventhough, there were so many weaknesses in this research, but the researcher attempted to do the best, so some weaknesses and the descrease the meaning of the research were finished by concultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this case, the researcher would like to write the conclusion of the research as follows:

1. Teacher's interaction strategies in teaching English at grade X SMA Negeri 5 Padangsidimpuan were based on Foreign Language Interaction Analysis (FLINT) system that have been done by teacher. They were:

   a. First meeting

      1) Deals with feeling

         Mr. M: Accepting, discussing, and communicating.

         Mrs. R: Accepting, discussing, and communicating.

      2) Praises or encourages

         Mr. M: Praising, complementing.

         Mrs. R: Complementing.

      3) Jokes

         Mr. M: Joking, laughter.

         Mrs. R: There was no joking/laughter for Mrs. R

      4) Uses idea of student

         Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, and correcting without rejection.

Mrs. R: Giving information, and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting an commanding.

8) Criticizes student behavior:

Mr. M: Trying to change the non-acceptable behavior.

Mrs. R: There was no criticize student behavior for Mrs. R.

b. Second meeting

1) Deals with feeling

Mr. M: Accepting, discussing, communicating and referring.

Mrs. R: Accepting, discussing, communicating and referring.

2) Praises or encourages

Mr. M: Praising, complementing.

Mrs. R: Praising and complementing.

3) Jokes

Mr. M: Joking and laughter.

Mrs. R: There was no joking/laughter for Mrs. R

4) Uses idea of student

Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Clarifying, using idea and summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, and correcting without rejection.

Mrs. R: Giving information, own opinion and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting and commanding.

8) Criticizes student behavior:

Mr. M: Rejecting behavior of student and trying to change the non-acceptable behavior.

Mrs. R: Rejecting behavior of student, trying to change the non-acceptable behavior and communicating anger, displeasure, annoyance and dissatisfaction.

c. Third meeting

1) Deals with feeling

Mr. M: Accepting, discussing, communicating and referring.

Mrs. R: Accepting, discussing, communicating and referring.

2) Praises or encourages

Mr. M: Praising, complementing.

Mrs. R: Praising and complementing.

3) Jokes

Mr. M: Joking and laughter.

Mrs. R: joking and laughter.

4) Uses idea of student

Mr. M: Clarifying, using idea, interpreting and summarizing.

Mrs. R: Clarifying, using idea, interpreting, and summarizing.

5) Asks question:

Mr. M: Asking question.

Mrs. R: Asking question.

6) Gives information:

Mr. M: Giving information, own opinion, fact, and correcting without rejection.

Mrs. R: Giving information, own opinion and correcting without rejection.

7) Gives direction:

Mr. M: Giving direction, requesting and commanding.

Mrs. R: Giving direction, requesting and commanding.

8) Criticizes student behavior:

Mr. M: Trying to change the non-acceptable behavior.

Mrs. R: Rejecting behavior of student, trying to change the non-acceptable behavior and communicating anger, displeasure, annoyance and dissatisfaction.

B. Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follows:

1. For headmaster, as an adding information in process of teaching learning.

2. For teachers, to realize the importance of the classroom interaction strategies and to develop her teaching skill and method.

3. For students, to know how to become an active learner.

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Nomor : 65/In.19/E.6a/PP.00.9/10/2015

Sifat : Biasa

Lampiran : -

Hal : Pengesahan Judul dan Pembimbing skripsi

Padangsidimpuan, 06 Oktober 2015

Kepada Yth Bapak/Ibu
1. Dr. Magdalena, M.Ag (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di –

     Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:
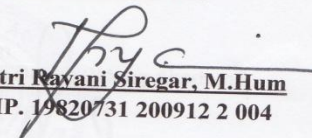
Nama : Rahmadani Safitri Lubis

NIM : 12 340 0030

Jurusan : Tadris Bahasa Inggris

Judul Skripsi : **An Analysis of Teacher's Interaction Strategies in Teaching English at Grade X SMA Negeri 5 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
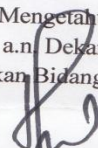
Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
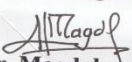NIP. 19710510 200003 2 001

Sekretaris Jurusan TBI

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Mengetahui
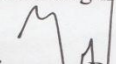a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan sebagai Pembimbing

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I

Dr. Magdalena, M.Ag
NIP. 19740319 200003 2 001

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing II

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Nomor : B - 151 /In.14/E.4c/TL.00/02/2017   09 Februari 2017
Hal   : **Izin Penelitian**
        Penyelesaian Skripsi.

Yth. Kepala SMA Negeri 5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Rahmadani Safitri Lubis

NIM   : 123400030

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Jl. Mangaraja Maradat Padangsidimpuan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Analysis of Teacher's Interaction Strategies in Teaching English at Grade X SMA Negeri 5 Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.
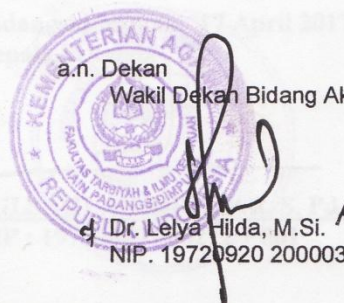
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

SURAT KETERANGAN

Nomor : 423.4 / 081 / SMA.5 / MH-2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dengan No. B-151/In.14/E.4c/TL.00/02/2017, tanggal 09 Februari 2017, tentang Izin Penelitian Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama	:	RAHMADANI SAFITRI LUBIS
NIM	:	123400030
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI
Alamat	:	Jl. Mangaraja Maradat Padangsidimpuan

Adalah benar telah melaksanakan penelitian di SMA Negeri 5 Padangsidimpuan dalam menyelesaikan skripsi yang berjudul :

"AN ANALYSIS OF TEACHER'S INTERACTION STRATEGIES IN TEACHING ENGLISH AT GRADE X SMA NEGERI 5 PADANGSIDIMPUAN"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 17 April 2017
Kepala Sekolah

ZULSAHLAN SIREGAR, S. Pd, M. Si
NIP : 19740620 200212 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan IAIN Padangsidimpuan
2. Yang bersangkutan
3. Pertinggal

The Result of Teacher's Interaction Strategies in Teaching English SMA N 5 Padangsidimpuan								
No.	aspects analysis	Aspect of points analysis	Sub aspects analysis	Meeting 1 Teachers		Meeting 2 Teachers		Meeting 3 Teachers	
				Mr. M	Mrs. R	Mr. M	Mrs. R	Mr. M	Mrs. R
1.	Deals with feeling	Accepting	Memperbolehkan siswa untuk mengungkapkan perasaannya	√	√	√	√	√	√
		discussing	Mendiskusikan tentang masalah-masalah siswa, seperti kesulitan dalam proses belajar	√	√	√	√	√	√
		Referring	Memberitahukan siswa apa yang mereka perbuat itu kurang baik dengan cara menyinggungnya dengan lembut	-	-	√	√	√	√
		Communicating	Berkomunikasi dengan siswa layaknya seorang teman agar siswa tidak segan dan lebih terbuka	√	√	√	√	√	√
2.	Praises or encourages	Praising	Mengatakan kepada siswa apayang mereka katakan itu bagus dan dalam waktu yang sama memberikan nilai yang bagus juga	√	-	√	√	√	√
		Encouraging	Menggunakan kata-kata seperti, 'lanjutkan', 'teruskan', dan juga memrikan	-	-	-	-	√	-

No.	Category	Sub-category	Description						
			isyarat dengan cara menggelengkan kepala yang menandakan mengiyakan sesuatu						
		Complementing	Memberikan pujian dengan kata-kata, 'bagus', 'bagus sekali, nak', dan juga memberikan isyarat tangan dengan mengangkat jari jempol ke atas	√	√	√	√	√	√
	Joking	Joking	Menceritakan beberapa kejadian lucu	√	-	√	-	√	√
		laughter	Memperbolehkan siswa leluasa tertawa dan tersenyum	√	-	√	-	√	√
		Making fun	Membuat suatu permainan	-	-	-	-	-	-
3.	Uses idea of student	Clarifying	Memberikan penjelasan terhadap ide-ide siswa yang belum jelas dan kurang dipahami kemudian memberikan penjelasan lebih terhadap ide tersebut	√	-	√	√	√	√
		Using idea	Menggunakan ide-ide yang sebagiannya dari ide siswa selama proses belajar berlangsung	√	-	√	√	√	√
		Interpreting	Menginterpretasikan ide siswa tersebut kembali menggunakan bahasa sendiri yang mudah dipahami oleh siswa yang berujung pada inti	√	-	√	-	√	√
		Summarizing	Merangkum semua ide siswa	√	√	√	√	√	√
	Repeats student	Repeating words	Mengungkapkan kembali ide yang telah	-	-	-	-	√	-

No.									
	verbatim		diucapkan oleh siswa secara lengkap dan jelas						
4.	Asks question	Asking question	Menanyakan kembali apa yang telah dibicarakan atau memberikan pertanyaan-pertanyaan yang menyangkut tentang materi pembelajaran	√	√	√	√	√	√
5.	Gives information	Giving information	Memberikan informasi/materi pembelajaran yang disertai contoh	√	√	√	√	√	√
		facts	Memberikan informasi/materi pembelajaran berdasarkan fakta-fakta	-	-	-	-	√	-
		Own opinion	Memberikan informasi/materi pembelajaran dengan menambahkan beberapa pendapat guru	√	-	√	√	√	√
	Corrects without rejection	Correcting without rejection	Mengoreksi ide siswa tersebut dengan cara memberikan respon/tanggapan tanpa menggunakan nada/suara yang tinggi dan kata-kata yang kasar dengan mengatakan ide siswa bagus dan mendekati sempurna kemudian menimpali ide siswa dengan ide guru agar lebih sempurna	√	√	√	-	√	√
6.	Give direction	Giving direction	Memberikan/mengarahkan siswa untuk melakukan apa yang	√	√	√	√	√	√

No.	Category	Subcategory	Description						
			harus dilakukan, seperti memberikan arahan dalam melakukan suatu tugas						
		Request	Meminta siswa untuk mengerjakan tugas/melengkapi tugasnya	√	√	√	√	√	√
		Command	Menyuruh siswa untuk mengerjakan tugas atau menjawab latihan soal	√	√	√	√	√	√
7.	Rejecting behavior of student	Rejecting behavior of student	Menolak perilaku siswa dengan lembut dan memberikan penjelasan bahwa yang mereka lakukan itu tidak benar	-	-	√	√	-	√
		Trying to change the non-acceptable behavior	Memberikan arahan kepada siswa untuk mengubah perilaku mereka	√	-	√	√	√	√
		Communicating anger, displeasure, annoyance and dissatisfaction	Berkomunikasi dengan siswa dengan memberitahukan bahwa yang mereka perbuat itu kurang baik/tidak baik/tidak sopan kemudian menasehatinya	-	-	-	√	-	√
	Criticize student response	Communicating criticism	Memberitakukan kepada siswa bahwa yang mereka katakan itu kurang baik	-	-	-	-	-	-

APPENDIX II : list of interview with English teachers' SMA Negeri 5 padangsisimpuan

1. While observation, I saw you engaged in explanation of your material but I saw the students were talking with their seatmates, liking outside of window, and day dreaming who was sitting most behind.
So how did you solve these problems?

   Mr. M : first, I will come to his/her seat or calling him/her in front of

   Classroom, then give an advice.

   Second, telling him to pay attention.

   Third, asking/ordering him/her to answer the task. Example

   while the situation is in the process of learning, or explaining

   the material, then I would ask student question which related to

   the material if the situation is in doing the task, then ask this

   student to do the task in their seat or wrote it on the white

   board.

   Mrs. R : first, asking the students to be more pay attention towards the

   learning material and if the student didn't pay attention again,

   then I will ask him/her to stand up in front the class, at the

   same time doing their task.

   Second, or come to their seat and asking what has been she/he

   is talked in the backseat.

2. While observation, I just saw two until three persons who gave response while you were giving explanation/materials and also some of them only paid attention without doing response.
So, what should you do for this condition?

Mr. M : first, asking the question to the student who has been unactive in the classroom.

Second, after his/her friend has been answered the question which I had given, then I will ask the same question with him/her. It means that asking the question with some students, it will make the process of learning is harmonic.

Third, asking the student to repeat what is the question that I have been asked from the previous of his/her friend and asking him/her if he/his friend's answer was correct or not or right/wrong answer.

Mrs. R : asking back about the material so they will be more understand or comprehend about the material. Then asking the students what they didn't understand or less clearly about the material which has been learnt. After that, I will ask the students one by one to do/answer in front the classroom and wrote it on the whiteboard. Then, I will give more explanation about it.

3. How do you create for simultaneous interaction among your students? How do you sustain this interaction?

Mr. M : first, it has to be mastered about how the process of teaching

English will be. It means that we know what should do and know what should teach and how we should to teach the material to the students.

Second, while the process of learning, I will put joke in it which related to the material. So, the students become enjoy in the process of learning.

Third, for the student who didn't pay attention, I will give him/her the interaction towards the student which is asking him/her the questions.

Last, see what makes the student to be more pay attention to the material. Then I will make an interaction to the students like make a game that related to the material.

Mrs. R : first, making a strategy, example: giving them a guess word game. Then, for the student who has been answered, I would give him/her a mark.

Second, give the material through media of learning. As an example: in focus. Then, I will give the video which related to the material to the students. Then, make some questions from the video.

CURRICULUM VITAE

A. Identity

Name   : RAHMADANI SAFITRI LUBIS

NIM   : 12 340 0030

Place and Birthday : Padangsidimpuan, September 10th 1993

Sex   : Female

Religion   : Moslem

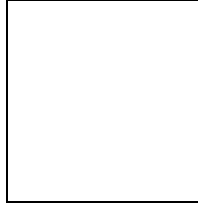Address   : Mangaraja Maradat

B. Parent

1. Father's name   : Dahlan Lubis

2. Mother's name   : Nurmala Panjaitan

C. Educational Background

1. Elementary School   : SDs 200201 Padangsidimpuan   (2006)

2. Junior High School   : SMP N 2 Padangsidimpuan   (2009)

3. Senior High School   : SMA N 5 Padangsidimpuan   (2012)

4. Institute   : IAIN Padangsidimpuan   (2016)

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4. Institute : IAIN Padangsidimpuan (2016)

APPENDIX III : Photos of Teacher's Interaction Strategies at Grade X
SMA Negeri 5 Padangsismpuan

1. **Teacher's-Student's Interaction in Teacher's Interaction Strategies in Teaching English at Grade X SMA N 5 Padangsidimpuan**

   For Mr. M:

For Mrs. R:

2. **Student-Student Interaction in Teacher's Interaction Strategies in Teaching English at Grade SMA Negeri 5 Padangsidimpuan**