INTERACTION PATTERNS IN TEACHING ENGLISH AT LANGUAGE DEVELOPMENT CENTER OF IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement for Graduate Degree Education (S.Pd) in English

Written By:

KHADIJAH PANJAITAN
Reg. No. 17 203 00081

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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ADVISOR I	ADVISOR II
Dr. Fitriadi Lubis, M.Pd.	**Sokhira Linda Vinde Rambe, M.Pd.**
NIP. 19620917 199203 1 002	NIP. 19851010 201903 2 007

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, December 2022

a.n Khadijah Panjaitan

To:

Dean Tarbiyah and

Teacher Training Faculty UIN

Syekh Ali Hasan Ahmad Addary

Padangsidimpuan

In-

Padangsidimpuan

Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Khadijah Panjaitan** entitled **"Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you. Wassalam'alaikumwr.wb.

Advisor I

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Advisor II

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	:	Khadijah Panjaitan
Reg. Number	:	17 203 00081
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-3
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Reg. Number. 17 203 0081

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FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Khadijah Panjaitan
Registration Number : 17 203 00081
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
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Khadijah Panjaitan
Reg. Number. 17 203 00081

EXAMINERS

SCHOLAR MUNAQASYAH EXAMINATION

Name   :   KHADIJAH PANJAITAN

Reg. No   :   17 203 00126

Faculty/ Department :   Tarbiyah and Teacher Training Faculty/ English Education Department

Thesis   :   **"Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan"**

Chief,

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001

Secretary,

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Members,

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Proposed:
Place   : FTIK Hall UIN Padangsidimpuan
Date   : December, 13th 2022
Time   : 14.00 WIB until finish
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LEGALIZATION

Thesis

: **Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan**

Written By

: **Khadijah Panjaitan**

Reg. No

: **17 203 00081**

Faculty/Department

: **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fullfilment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, Desember 2022

Dr. Lelya Hilda, M.Si.
NIP 1972 920 200003 2 002

Name : **KHADIJAH PANJAITAN**
Registration Number : **17 203 00081**
Faculty : **Tarbiyah dan Ilmu Keguruan**
Department : **Tadris Bahasa Inggris (TBI-3)**
Title of Thesis : **Interaction Patterns in Teaching**
English at Language Development
Center of IAIN PAdangsidimpuan

ABSTRACT

This research discussed about interaction patterns in teaching English. There are many patterns of interaction in teaching English that can be applied by teachers in teaching English. However, the teacher must choose an appropriate interaction pattern with the material. The pattern of interaction in teaching greatly affects students' understanding of a learning topic.

There were two problems in this research. The first was what kinds of interaction patterns that lecturer use in teaching English?. The second, why do the lecturer use interaction patterns in teaching English?. This research aims to determine what kinds of interaction patterns are used by teachers in teaching English and to find out why teachers use interaction patterns in teaching English.

This type of research was mixed research. This research started with quantitative research and continued with qualitative research. In the research, the English teachers at Language Development Center of IAIN Padangsidimpuan were the subjects of research and the source of the data. In collecting data, the questionnaire aims to find data about the kinds and reasons of interaction patterns in teaching English. The interview also aims to find data about the reasons applied interaction patterns in teaching English. Thus, to analyze the data result of questionnaire using means score. Thus, to analyze the result of interview use: data reduction, data display, and conclusion drawing.

Related to the results of this research, there were five kinds of interaction patterns in teaching English at the Language Development Center of IAIN Padangsidimpuan, they were teacher-whole class, teacher-a group of students, student-student, students-students, and students-teacher. Those interaction patterns were used by teachers because they are regarded easy to use by teachers, suitable for English material, and interesting for students.

Keywords: *Interaction Patterns*, *Teaching English*

Nama	: **Khadijah Panjaitan**
NIM	: **17 203 00081**
Fakultas	: **Tarbiyah dan Ilmu Keguruan**
Jurusan	: **Tadris Bahasa Inggris (TBI-3)**
Judul skripsi	: **Pola-pola Interaksi Dalam Pengajaran Bahasa Inggris di Pusat Pengembangan Bahasa IAIN Padangsidimpuan**

ABSTRAK

Penelitian ini membahas tentang pola-pola interaksi dalam pengajaran bahasa inggris. Ada banyak pola-pola interaksi dalam pengajaran bahasa inggri**s** yang bisa diterapkan oleh guru dalam mengajar Bahasa Inggris. Namun guru harus memilih pola interaksi yang sesuai dengan materi. Pola interaksi dalam mengajar sangat mempengaruhi pemahaman siswa dalam sebuah topik pembelajaran.

Ada dua permasalahan dalam penelitian ini, yang pertama adalah apa saja jenis pola interaksi yang digunakan guru dalam mengajar Bahasa Inggris?. Yang kedua kenapa guru menggunakan pola interaksi dalam mengajar bahasa Inggris?. Penelitian ini bertujuan untuk mengetahui jenis pola-pola interaksi apa yang digunakan guru dalam mengajar Bahasa Inggris dan untuk mengetahui alasan guru menggunakan pola-pola interaksi dalam mengajar Bahasa Inggris.

Jenis penelitian ini adalah penelitian campuran. Penelitian ini dimulai dengan penelitian kuantitatif dan dilanjutkan penelitian kualitatif. Di dalam penelitian, guru bahasa Inggris pusat pengembangan bahasa IAIN Padangsidmpuan sebagai subjek penelitian dan sumber datanya. Dalam mengumpulkan data, kuesionare bertujuan untuk menemukan data tentang jenis-jenis pola interaksi dan alasan dalam mengajar bahasa Inggris. Kemudian wawancara juga bertujuan untuk menemukan alasan tentang pola-pola interaksi yang diterapkan dalam pengajaran bahasa Inggris. Untuk menganalisis data hasil angket menggunakan mean skor. Kemudian untuk menganalisis hasil wawancara menggunakan: reduksi data, penyajian data, dan penarikan kesimpulan.

Berhubungan dengan hasil dari penelitian ini, ada lima pola interaksi yang digunakan guru dalam mengajar bahasa inggris di pusat pengembangan bahasa yaitu teacher-whole class, teacher-a group of students, student-student, students-students, and students-teacher. Pola interaksi tersebut digunakan oleh guru karena dianggap mudah digunakan oleh guru, cocok untuk materi bahasa Inggris, dan menarik bagi siswa.

Kata Kunci: *Pola-Pola Interaksi, Bahasa Inggris*

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,
Researcher

Khadijah Panjaitan
Reg. No. 17 203 00081

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a general language that is used in an international scale. It is the most extensively used language in the world. English as an international language is used not only for communicating but also for knowledge transmission, international business and telecommunications, newspaper and book publishing, scientific publication, mass entertainment, and diplomacy. So, English is important because it provides a way of international communication.

The position of English at Language Development Center of IAIN Padangsidimpuan is the main program of institution. English is intensive program because students in the first grade must study English. Every Monday to Friday, the students study English for hundred minutes at classroom. Therefore, students must finish it this program within the specified time.

The purpose of teaching English at Language Development Center of IAIN Padangsidimpuan is communicative skills. English is for communication purposes. It is to make students able to communicate whether it is in spoken communication and written communication. Teachers must be creative in order to create and modify interaction patterns that make teaching more enjoyable and memorable. Thus, teachers should

provide students to communicate with various interaction patterns in the classroom.

Teaching English ideal is effective teaching. This includes the ability to provide guidance that supports students in developing their knowledge, skills, and understanding of the subject matter. Teachers must also be fun, friendly, creative, communicative, friendly in teaching, and maintain healthy relationships with other teachers and students. Those are also all the qualities of a good English teacher in terms of interpersonal skills. It means that every English instructor must have good quality to facilitate the teaching and learning process.

The condition of teaching English based on the interviewed some lecturers stated that:

> "In the context of teaching and learning English at Language Development Center, there is always a sharing session before teaching in the technique of teaching and learning English. However, there are still lecturers who have not been able to do it well because not everyone is creative in creating meaningful and enjoyable teaching and learning process. Thus, a common problem in English classrooms is that teachers face a passive class, in which students are unresponsive and avoid interaction with the teacher"[1]

> "The problem in classroom is when a teacher seeks interaction in a teacher-class discussion, such as by asking questions to the entire class and expecting at least one student to respond"[2]

> "There are several students who are not able to express their idea in English both written and oral form. Sometimes, no student can

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[1]Sokhira Linda Vinde Rambe, Private interview, The coodinator of English lecturers at Language Development Center of IAIN Padangsidimpuan, (Padangsidimpuan, on November 16th 2021, at 9.30 a.m)

[2]Harisma, Private Interview, English Lecturer at Language Development Center of IAIN Padangsidimpuan, (Padangsidimpuan, on June 15th 2021, at 4.15 p.m)

answer a teacher's questions, know the answers, and are able to produce the answer"[3]

Besides that, AP as an English student and the third generation from the Language Program stated that:

"When I study English, I sometimes don't understand because of the lack of interaction between the teacher and each student. I also get bored because the same interaction patterns repeat regularly"[4]

In conclusion, the conditions of interaction between teacher and students in teaching are still low.

Interaction is an important factor to consider while a teacher is teaching. This is also useful in the context of learning. Interaction patterns can influence the outcome or failure of learning and teaching. The patterns of classroom interaction determine students learning achievement. Interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves. Thus, interaction patterns can help different types of activities reach their full potential while also depend the pace.

The teacher role gives chance to the students to talk in the classroom. The main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. It means that the teacher needs participate in the interaction in way to garner students to participate in the classroom interaction and to make students know that they would be

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[3]Akmal, *Private Interview*, English Lecturer at Language Development Center of IAIN Padangsidimpuan, (Padangsidimpuan, on June 15th 2021, at 4.36 p.m)

[4]Ade Pratiwi, *Private interview*, English student of IAIN Padangsidimpuan, (Padangsidimpuan, on November 19th 2021, at 10 a.m)

active participants in the learning process. So interaction plays significant roles in the language classroom to develop communication skill and build up confidence.

Based on explanation above, this research try to discuss about investigating how the teachers develop interaction patterns in teaching. So the title of this research is **"Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan".**

B. **Definition of the Key Terms**

1. Interaction Patterns

   Interaction Patterns is the way teacher and students can interact in delivery of material in teaching learning process in the classroom.

2. Teaching English

   Teaching English is the process of systematic exchange of information in presenting in the classroom.

C. **Formulation of the Problem**

Related to the description stated in the background above, the researcher formulates the research question as follow:

1. What kinds of interaction patterns that teachers use in teaching English at Language Development Center of IAIN Padangsidimpuan?

2. Why do the teachers use interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan?

D. Objectives of the Research

Based on the research problems, there are two objectives of this research as follow:

1. To identify interaction patterns that teachers use in teaching English at Language Development Center of IAIN Padangsidimpuan.

2. To find out the teacher's reasons for using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan.

E. Significances of the Research

By conducting the research about interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan, the findings of this research are supposed to be useful, and the result of this research will give some significances:

1. English lecturers of Language Development Center of IAIN Padangsidimpuan, it used to consider the lecturer's technique in an approach to overcome student difficulties in learning English by combining interaction patterns into the learning process.

2. The chief of Language Development Center of IAIN Padangsidimpuan, to encourage English lecturers to do the best for teaching in classroom.

3. For reader especially English learners, this is information to improve their knowledge about how to get students to understand the topic of learning in the aspect of interacting in various ways in the classroom.

F. Systematic of Writing

There are five chapters in this systematic of writing. There is a subchapter for each chapter with the following details:

Chapter one provides introduction of the research. It composed of background of the problem, definition of key terms, formulation of the problems, objectives of the research, significances of the research, and systematic of writing.

Chapter two comprises of the literature review. The theories used by the researcher to interpret the topic covered in this research are presented in this chapter. The theoretical description is connected to the theories of Interaction Patterns. Review related findings from other studies are also included in this chapter.

Chapter three is about methodology of the research. This is made up of place and time of the research, research method, population and sample, instrument of the research, validity and reliability test, technique of collecting data, and technique of data analysis.

Chapter four presented findings of the research. Based at research findings in reality, outcome is clearly described. It shows kinds and lecturers' reason use interaction patterns that found at Language Development Center English Classroom. This chapter also has a part of discussion with additional findings from related studies.

Chapter five contain of conclusions and suggestions of the research. The researcher concludes the research in the conclusion section. In addition,

the researcher offers some advises to the readers. The researcher certainly hopes that nice can occur and be obtained by the readers based on the feedback.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Interaction Patterns

Interaction patterns can be discussed in detail with means of two words: interaction and patterns. Etymology, the word "interaction" comes from Latin word: inter and agree that mean reciprocal process. Here, a reciprocal process refers to a practice of regularly exchanging messages through spoken or non-verbal means. According to Brown, interaction is at the heart of communicative competence.[5] Meanwhile, Hadfield and Hadfield in Taous state that:

> "The word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor), responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interests, changing the topic, asking people to repeat or explain what they say and so on".[6]

Interaction is a term used in English teaching English to describe the language or action used to carry on a discussion, motivate the students, or interact with those taking part throughout the process of classroom learning and teaching.

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[5]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, Inc, 2001), p. 165.

[6]Batite Taous, "The Role of Classroom Interaction in Improving the Students' Speaking Skill" (2013), 19, http://archives.univ-biskra.dz/bitstream/123456789/4807/1/memoire.pdf.

According to Collin dictionary, the word "patterns" is an arrangement of lines or shapes, <u>especially</u> a design in which the same shape is repeated at regular <u>intervals</u> over a surface.[7] Then, Dagarin states that classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other.[8] In general, interaction patterns are any interaction that occurs during the teaching and learning process and is determined by the teacher. Furthermore, the teacher is responsible for managing classroom interaction. So in specific definition, Interaction patterns encourage students to participate actively in the learning process.

Based on explanation above, interaction patterns are all interactions that exist during the learning and teaching process. So, interaction patterns are important for the teacher to review their teaching method and make changes if necessary.

2. Purpose of Interaction

The main purpose of the interaction is asking for and giving advice on things and services students need. According to Gebhard, the purpose of interaction, they are:

a. Reduce the central position of the teacher.
b. Appreciate the uniqueness of individuals.
c. Provide chances for students to express themselves in meaningful ways.
d. Give opportunities for students to negotiate meaning with each other and the teacher.

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[8]Mateja Dagarin, "Classroom Interaction and Communication Strategies in Learning English as a Foreign Language," *ELOPE: English Language Overseas Perspectives and Enquiries* 1, no. 1–2 (2004): 129, https://doi.org/10.4312/elope.1.1-2.127-139.

e. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it.[9]

Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase students' communicative. It tells how the students have interaction among them and teacher even with the whole class.

3. Principle of Interaction

According to Brown, there are seven interactive principles in the classroom. They are as follows:

a. Automaticity
    True human interaction is the best accomplished when focal attention is on meaning and massages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode can more easily proceed to automatic processing.
b. Intrinsic Motivation
    As students become engaged with each other in speech act fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward.
c. Strategic investment
    Interaction requires the use of strategic language competence both to make certain decision on how to say or write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.
d. Risk-taking
    Interaction requires the risk or failing to produce intended meaning, or failing to 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 risk.
e. The language-culture connection

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[9]Jerry G. Gebhard, Teacher Development through Exploration: Principles, Ways, and Examples, *TESL-EJ: Indiana University of Pennsylvania, 1998, 9(2)* https://www.researchgate.net/publication/240273258_Teacher_Development_through_Exploration_Principles_Ways_and_Examples

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

f. Inter language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. Communicative competence All the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction.[10]

To achieve the learning goal, the teacher can use the principles of interaction to make the students more active in the learning process. The specified goals should be the focus of all teacher and student activities. The design of interaction principles must be centered on supporting students' needs, indicating the development of skills in students such as metacognition and communication skills, and others. Therefore, the interaction principle must be capable of encouraging student involvement.

4. **The Role of Interaction in The Classroom**

Teacher has an important role in English teaching-learning process. According to Harmer, there are five roles of interactive teacher. They are a teacher as controller, prompter, participant, resource, and Tutor. They are as follows:

a. Controller

When teachers act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

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[10]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, p. 166.

b. Prompter

Teachers have to prompt students in monolingual groups to speak English rather than use their mother tongue. When teacher prompt, teachers need to do it sensitively and encouragingly.

c. Participants

The traditional picture of teachers during students discussion, role-play or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with and only intervening later to offer feedback and/or correct mistake. However, there are also times when teachers might to join in an activity not (only) as a teacher, but also as a participant in our own right.

d. Resource

Suppose that the students are involved in a piece of group writing, or that they preparing for a presentation they are to make to class. In such situations, the teacher take part, try to control them. However, the students may still have need of the teacher as a resource.

e. Tutor

When students are working on longer project, it is difficult to be a tutor in a very large group. However, when students are working in small groups or in pairs, teacher can go round the class to make the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as result.[11]

The teacher role gives chance to the students to talk in the classroom. The main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. It means that the teacher needs participate in the interaction in way to garner students to participate in the classroom interaction and to make students know that they would be active participants in the learning process.

5. **Strategies for Helping Students to Involve in Classroom Interaction**

According to Jia, there are five strategies for getting students to participate in classroom including improving questioning strategies,

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[11]Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edi (England: Pearson Education Limited, 2007), p. 108, https://doi.org/10.1093/elt/ccx060.

attending to learners' linguistic level, implementing cooperative learning, building positive teacher-learner rapport, and reducing classroom anxiety.[12] Its strategies have some similarities with Dagarin. Dagarin state that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics.[13] They are as follows:

a. Improving Questioning Strategies
The attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should ask the question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners.

b. Attending to Learners' Linguistic Level
The activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached.

c. Implementing Cooperative Learning
Working cooperatively can helps development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.

d. Building Positive Teacher-Learner Rapport
Mutual respect between teacher and learners is essential part of education. The dynamic qualities of classroom learning need the responsible from both of teacher and learner.

e. Reducing Classroom Anxiety
The teacher helps the learners to boost their self-esteem and self-confidence and create confortable and non-threating environment.[14]

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[12]Xiaolin Jia, "The Application of Classroom Interaction in English Lesson," *International Conference on Education Technology and Information System*, 2013, 210–11, https://doi.org/10.1109/nces.2012.6543782.

[13]Mateja Dagarin, Classroom Interaction and Communication Strategies in Learning English as a Foreign. English Language Overseas perspectives and Enquiries: Studies in the English Language and Literature in Slovenia.Vol.I/1-2. 2004.

[14]Naimah Sunani Hanum, "The Importance of Classroom Interaction in The Teaching of Reading in Junior High School'', Graduate Program in ELT, Universitas Negeri Malang, 2017, 5-6, https://core.ac.uk/download/pdf/267023845.pdf

Based on the explanation above, the researcher concludes that classroom interaction will occur if the teacher asks the students to talk. Besides that, the teacher has to use some strategies to make the students talking in order to the classroom interaction is from teacher and student.

6. **Factor of Interaction**

Many factors affect students' classroom participation and should be carefully examined when developing a strategy to improve an atmosphere of classroom, thus increase participation**.** According to Weaver and Qi, there are four factors of interaction in classroom, they are:

a. Student traits
   As individuals, we differ in personalities and not everybody is the same. Confidence is a key trait that students struggle with and has a direct effect on participation.
b. Preparation for class
   Fear is an issue many students face as they may not have sufficient
   knowledge and may be dealing with insecurities in the classroom.
c. Classroom size
   Logistics of the classroom do matter and affect classroom participation. Classroom size has shown to have a direct and indirect impact on participation.
d. Grading
   Grading is an effective method that can be used to increase levels of participation.[15]

7. **Kinds of Interaction in The Classroom**

Leo Van Lier contends that the kinds of interaction patterns are teacher-whole class, a group of students, student-student, students-

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[15]Weaver R. R., & Jiang, Q, Classroom Organization and Participation: College Students' Perceptions. Journal of Higher Education, 2005, 76(5), p. 570-601.

students, and students-teacher.[16] Similarly according to Dagarin, the kinds of interaction patterns are teacher–learners, teacher–learner/a group of learners, tearner–learner, learners–learners.[17] Meanwhile according to Ur, types of interaction patterns in classroom are group work, closed-ended teacher questioning, individual work, choral responses, collaboration, student initiates, teacher answers, full-class interaction, teacher talk, self-access, and open-ended teacher questioning.[18] This research interested in discussing more deeply the theory of Leo Van Lier. The explanation of kinds of interaction patterns in classroom is as follows:

a. Teacher-whole class

1) Definition of Teacher-whole class

Whole class teaching involves teachers and students learning together at the same time, in the same place, and with each participant focused on the same goal. It is commonly used at the beginning and ending of lessons to introduce the students to a topic or to gather feedback from the students after they have completed individual or small-group work.

2) Purpose of Teacher-whole class

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[16]Leo Van Lier, *The Classroom and The Language Learner Ethnography and Second-Language Classroom Research* (New York: Edinburg Gate, 1988), p. 168.

[17]Mateja Dagarin, "Classroom Interaction and Communication Strategies in Learning English as a Foreign Language," *ELOPE: English Language Overseas Perspectives and Enquiries* 1, no. 1–2 (2004): 129, https://doi.org/10.4312/elope.1.1-2.127-139.

[18]Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1996), p. 228.

Teacher-whole class helps in the development of a learning and assessment base.

3) Procedure of Teacher-whole class

How to deliver whole class teaching, they are:

a) The teacher stands at the front of the class. Teacher must speak clearly and in a manner that is likely to hold the attention of his pupils.
b) All the students sit facing the teacher. They must listen carefully. They must keep silent when the teacher is talking and ask questions in the approved manner; they must observe the conventions of classroom discipline as set out by the teacher.
c) Let the classroom be a space in which children are encouraged to doubt, to inquire, to demand reasons for everything. When the teacher teaches all the class, teacher can respond to every student' question.
d) Use modern technology as a more immediate form of dictionary and encyclopedia. It is an invaluable source of information. Neither dictionaries nor encyclopedia make good teachers.[19]

4) Advantages and Disadvantages of Teacher-whole class

The advantages of teacher-whole class are useful when teacher needs every one's attention, e. g. instruction and feedback, to elicit from class and not pick on individuals, and students feel less pressured. Meanwhile the disadvantages of teacher-whole class are some learners feel shy about giving answers in front of others, and some students may not do anything. This goes against active learning in which students participate in their learning. It is

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[19]Irina Tyk, *Whole Class Teaching: A paper for the Campaign for Real Education,* (England: the Campaign for Real Education, 2014), p. 13-14.

exceedingly boring for many people and does not help in retaining, understanding and applying new knowledge. [20]

 b. Teacher-a group of students

  1) Definition of Teacher-a group of students

   The teacher gives a task that the class must discuss. It means that the students in the group are discussing what the teacher would want to accomplish for them. So, Interaction between teacher-a group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

  2) Purpose of Teacher-a group of students

   The interaction between the teacher and a group of students include helping students who have not yet understood the discussed materials and evaluating the interaction to avoid an uncontrolled classroom.

  3) Procedure of Teacher-a group of student

   a) Teacher have to prepare resources about the topic

   b) Copy the resources for each group

   c) Select group members

   d) Copy the assignment for groups 2, 3, 4, etc.

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[20] Phyton, Pros and Cons of Whole-Class Teaching", April 18, 2021, https://educationalresearchtechniques.com/2015/04/30/pros-and-cons-of-whole-class-teaching/

e) Monitor the groups of classroom

4) Advantages and Disadvantages of Teacher-a group of student

Working in a group exposes students to new perspectives, styles of thinking, and disagreement. This provides students with an opportunity to improve their communication skills, collaboration and provides a larger capacity for brainstorming different ideas. Thus, the disadvantages of teacher-a group of student are it can create conflicts among members if students have different personalities clashing in a team, combined with ineffective communication, students will surely see conflicts arising, it can lead to loss of resources, and it poses the risk of having a free-rider in the group.

c. Student–student

1) Definition of Student-student

This has anything to do with pair-work tasks. Unlike group work, pair works need collaboration and are self-initiated by only two students. This may be to discuss something, to check answers, to do a communicative activity.[21] Activities are related to this classroom interaction, such as practicing in dialogue or imitating a speaker and a moderator.

2) Purpose of Student–student

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[21]Pavlina Bercikova In James Scrivener, Teacher's Role In Pair Work, (Masaryk University Brno, Brno, 2007), p. 12.

The purpose of this interaction in classroom are to improve critical thinking skills of students, integrate cognitive and oral skills, and student establish or learning to new knowledge.

3) Procedure of Student-student

The process of student–student interactions are teacher helps students go over directions with students to help them get started on assignments, and teacher helps to make sure they understand what they want to do.

    a) Make a list of names before the lesson starts or while the student are coming in, or just tell them when the time comes (one group consist of two students).

    b) The teacher gives the material which will be discussed with his or her partner.

    c) The student start to make conversation and the students create the new idea what they want to use in their own language.

    d) The teacher asks the leader of each group to make summaries about what they decide in the conversation.[22]

4) Advantages and Disadvantages of Student-student

Some of the benefits of student–student interactions, including give students more opportunities to speak English, the students help each other, and working in pairs allow students to become more involved and focused on the task. Besides that, the disadvantages of student – student interaction are in a large class, pair work will be noisy, and teacher will have less control over what students do in pair work.

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[22]English Studio, "What is Pair Work Strategy", 19 April, 2021,
https://www.englishstudiotrawas.com/2019/08/what-is-pair-work-strategy.html

Based on the explanation above, the classroom interaction is very essential in today, teaching methods. Classroom interaction is a way to encourage the understanding between the two most crucial language skills, speaking and listening, among students.

d. Students-students

1) Definition of Students-students

This pattern is also known as 'group work.' Group work is a collaborative learning classroom in which students understand topics and complete tasks. Then, Baines stated that group work is a teaching strategy that promotes academic achievement and socialization.[23] Using this pattern, students will work in groups.

2) Purpose of Students-students

Students-students interaction can be a good method for motivating students, encouraging active learning, enhancing critical-thinking, communication, and decision-making abilities.

3) Procedure of Students-students

The procedure of students-students interaction is as follows:

a) The teacher asks students to make groups or the teacher makes a list of students' groups before giving instructions to students

b) Facilitate multiple group forms

c) Explain the task clearly

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[23]Ed Baines, Peter Blatchford, and Anne Chowne, "Improving The Effectiveness of Collaborative Group Work in Primary Schools: Effects on Science Attainment," *British Educational Research Journal* 33, no. 5 (2007): 663–660, https://doi.org/10.1080/01411920701582231.

d) Set ground rules for group interaction

e) Let students ask questions

4) Advantages and Disadvantages of Students-students

Brown mentions there are some advantages of group work, there are group work generates interactive language, Group work offers an embracing affective climate, Group work promotes learner responsibility and autonomy, and Group work is a step toward individualizing instruction. These are as the following:

a) Group work generates interactive language
b) Group work helps to solve the problem of classes that are too large opportunities to speak
c) Group work offers an embracing affective climate
d) The important advantage offered by group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what student may perceive as criticism and rejection
e) Group work promotes learner responsibility and autonomy
f) Compared to whole-class activity in which students tend to be passive and individual students relax students more responsible for action and progress.[24]
g) Group work is a step toward individualizing instruction
h) Small group can help students with mixed abilities to accomplish different goals. It makes the teacher easy to recognize the individual difference in terms of age, cultural heritage field of study, cognitive style, motivation, aptitude, and personality.[25]

In addition, the disadvantages of group work are learners may feel shy to speak in a group, difficult to organize room space,

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[24]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, Inc, 2001), p. 100-101.
[25]Usman Kasim, "Implementation of Group Work in The Classroom," *LINGUA: Journal of Language, Literature and Teaching, 12,* no. 1 (2015): 100-101, https://doi.org/10.30957/lingua.v12i1.74

some students may dominate and do all the work, and some may be shy or lazy and do no work.

e. Students-teacher

1) Definition of Students-teacher

This interaction will encourage the teacher to provide knowledge and feedback, as well as the students to ask questions about material they are confused about. The most common activity that students accomplish for their teacher is to ask questions.

2) Purpose of Students-teacher

Students-teacher interaction helps students' memory abilities, cognitive ability, physiological development, and emotional. It also has a significant positive effect on a student's self-esteem, enthusiasm, and academic achievement.

3) Advantages and Disadvantages of Students-teacher

The teachers' receptivity to new ideas would be an expression of student-teacher interaction. This creates an atmosphere where students are free to share their thoughts, opinions, and disagreements. The teacher also can make the students active in the classroom if the teacher initiates them by praising them, interpreting the students' opinion, asking question, giving direction, etc. Meanwhile, the disadvantages of students-teacher interaction are students are shy to share their opinions in classroom.

8. **Teaching English at Language Development Center of IAIN Padangsidimpuan**

a. **Language Development Center of IAIN Padangsidimpuan**

Language Development Center is one of the units within the IAIN Padangsidimpuan. Language Development Center has been around since 1999, currently there is foreign language learning for students in the form of Arabic and English matriculation no credits which are studied once a week. In 2015, the establishment of Ma'had Al-Jami'ah Arabic-English learning was further maximized into an intensive program by Language Development Center. Which has a vision, namely as a unit that organizes integrated and interconnective Arabic and English learning in 2024. As one of the units at IAIN Padangsidimpuan, Language Development Center is in charge of helping students improve their English and Arabic abilities so that they may apply them in a range of daily situations.

b. **Purpose of Teaching English**

According to the curriculum book the language development center stated that:

> "The purpose of teaching English for mastering the four English skills. There are listening, speaking, writing and reading. For speaking skills, the purpose of vocabulary is that students will be able to communicate fluently and correctly. And for reading skill, vocabulary is taught with the aim that students are able to understand the text that is read. And then for writing skills, vocabulary is able to use vocabulary in writing and also for

listening skills, learn vocabulary can understand the text that is heard"[26]

Based on explanation above, the purpose of teaching English at Language Development Center of IAIN Padangsidimpuan is communicative skills. English is for communication purposes. It is to make students able to communicate whether it is in spoken communication and written communication. Thus, teachers must be creative in order to create and modify interaction patterns that make teaching more enjoyable and memorable.

c. **Material of Teaching English**

Nowadays, most schools in Indonesia, both elementary, junior high, and high school have changed their curriculum to K'13. In the 2013 curriculum it is stated that students are more active than teachers. Language Development Center of IAIN Padangsidimpuan curriculum also applies it.

There are many topics in Teaching English. The book used T Language Development Center of IAIN Padangsidimpuan is English Textbook. It divided into eleven chapters, they are; Chapter I first Impression, Chapter II getting around, Chapter III dream homes, Chapter IV coincidences, Chapter V the office, Chapter VI travel plans, Chapter VII life changes, Chapter VIII breaking news, Chapter IX e-shopping, Chapter X secrets, Chapter XI and Olympic dreams.

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[26] Language Development Center Curriculum Book, 2020.

From those materials, the researcher did not talk about all topics. The researcher is only focus on Chapter I First impression with sub topic describing people. It is include teaching English by using interaction patterns. So in this research, is to know the kind of interaction in classroom activity.

The topic name is First Impressions

The example of exercises that students do interaction in classroom learning.

1c | First impressions

SPEAKING

1 Work in pairs. Discuss these questions.
- When and where was the last time that you met someone new?
- Who was it?
- What was your first impression of them?
- Were your first impressions accurate?

2 Think of five situations when it is important to look good and make a good impression.

3 Explain the meaning of the saying below. Do you agree or disagree? Give examples to explain your opinion.

You can't judge a book by its cover.

LISTENING

1 🔊 1.3–1.5 Listen to three conversations in an office and answer the questions.

1 Look at the picture. Which man do you think Derek is? Why?
2 Which of the women is Avril? How do you know?

2 🔊 1.3–1.5 Listen to the conversations again and say if the sentences are true (T) or false (F).

1 Camilla is the new secretary.
2 Derek is moving to a new office.
3 The first thing Camilla wants to look at is the Accounts Department.
4 Avril says she wants to work for Camilla.
5 Derek thinks Camilla is intelligent and organized.
6 Linda doesn't like Camilla.
7 Camilla is thinking of closing one of the departments in the office.

3 Imagine that you are the new director. What would your first impressions be of the staff in the office?

VOCABULARY: describing people

1 Work in pairs. How many parts of the body can you name?

2 Match the groups of adjectives in column A to the nouns in column B.

A		B	
1	average/muscular/slim	a	eyes
2	bald/round/shaved	b	hair
3	blond/shiny/wavy	c	head
4	dark/narrow/wide	d	nose
5	healthy/pale/tanned	e	complexion
6	pointed/prominent/straight	f	build

3 Write a list of eight famous people. Choose one of the people from your list and describe his/her appearance. Your partner must guess who you are describing.

Source: English Textbook of Language Development Center of IAIN Padangsidimpuan.

B. Review of Releated Findings

The researcher found some previous researches that relevant to this research. The first research was done by Julana. The result of the research showed that patterns in the classroom they used during the teaching and learning process have several benefits. They considered those patterns could support them in managing the classes, work well in English.[27] Therefore, it brings about a success to teaching and motivating students to speak English during the teaching and learning process.

The second research was done by Juniarmi. The result of the research showed that classroom interaction is important for the

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[27]Nurul Aflah Julana, "The Patterns of Classroom Interaction in English Speaking Course" (Ar-Raniry State Islamic University Darussalam, 2018), 45, https://repository.ar-raniry.ac.id/id/eprint/3292/.

improvement of communication. It provides opportunities for second language acquisition, because it puts the students into the target language exposure. The teachers' job is not only to teach the students about content in target language but also to build the students' motivation. The student participation pattern proportion is (43.02%), it shows that the students were active in classroom discussion. The interaction type in this study is four ways communication namely teacher-whole class, teacher-individual student, individual student-teacher and individual student- individual student. It also shows that the teacher was succeed in leading the class using various activities.[28] It can be conclude that the students are able to catch the information and produce the target the goals of teaching and learning process.

The third research was done by Lestari. The result of the research showed that there are some types of classroom interaction such the roles of teacher – student interaction (TS), student – teacher interaction (ST), and student – student interaction (SS). There are some roles of teacher – student interaction (TS), giving explanation, translating in L1, correcting mistakes, giving instruction, displaying question, requesting, replaying words, giving information, and praising. The second, student – teacher interaction (ST), they are student response, student silence, and student confusion. The third, student – student interaction (SS), they are participations and interaction.

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[28]Veronica Christamia Juniarmi, "A Study of Classroom Interaction Patterns at Elementary Schools' English Class" (2019), 110, https://repository.usd.ac.id/34755/.

Some dominant types of interaction in English class; they are teacher - student interaction (84%), student – teacher interaction (4%), and student – student (12%).[29] From this analysis, it can be conclude that the dominant types of classroom interaction in speaking class is teacher – student interaction (TS), which is the teacher as a role model and facilitator in classroom.

The fourth research was done by Murtiningrum. The result of the research showed that the interaction between the teachers and students was limited on the activities in the textbook. The teacher explained the material, gave instructions, and asked questions. In making the students, asking questions, lecturing, and giving directions. The student interacted with the teacher by giving response to the teacher's question and giving initiation.[30] In summary, the interaction among the students happened most of the time both the teachers and students were aware and understood that interaction was important in English learning.

The fifth study was research by Ibrahim. The result of the research showed that interactional classes help students develop not only oral and communicative skills, but also sustain students self – confidence. Yet students continue to have difficulties with pronunciation and pragmatic features. The success of classroom interaction relies on the teacher's

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[29]Ratih Yuni Lestari, "Classroom Interaction in English Speaking Class: A Naturalistic Study at Madrasah Aliyah Negeri 1 Batang," *Journal of Chemical Information and Modeling* (2018), 13, http://eprints.ums.ac.id/62342/.

[30]Siti Murtiningrum, "Classroom Interaction in English Learning," *Master Thesis* (2009), 83–84, https://docplayer.info/42895603-Classroom-interaction-in-english-learning.html.

responsibility. He/she should vary the materials and teaching techniques in order to motivate learners and stimulate their interest.[31] Thus, motivation is a key factor in classroom interaction and at the same time teacher's proper handling of classroom activities may serve in motivating learners.

From the related findings above, the researcher conclude that types those research are analysis about interaction patterns in the classroom with different types. Thus, the researcher will be analysis of interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan.

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[31]Mahmoud Elsayed Hamed Ibrahim, "Classroom Interaction in Second Language Teaching and Learning in the Vocational Education Development Centre (VEDC)" (2012), 57, https://bspace.buid.ac.ae/handle/1234/181.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was at Language Development Center of IAIN Padangsidimpuan which addresses on JL. H. Tengku Rizal Nurdin KM. 4,5 Sihitang, Padangsidimpuan Tenggara, North Sumatera, Indonesia. Time of this research was started on April 2022 until finish.

B. Research Method

This research was mixed research. It meant that the quantitative research was conducted first, followed by the qualitative research. The quantitative method was used to collect data on kinds of interaction patterns in teaching English. While qualitative research aims to know more about the reasons of teacher using interaction patterns in teaching English. So, it can be concluded this research employs both quantitative and qualitative methods.

This research employed the descriptive method. Descriptive method is a method in examining the status of a human group, a subject, a set of condition, and a system of thought or class of events in the present.[32] So, Descriptive research means observing and measuring without manipulating variables.

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[32]Moh Nazir, *Metode Penelitian* (Jakarta: Galia Indonesia Poerwarminta, 2011), p. 52.

From explanation above, for this research were the descriptive quantitative and qualitative data that described interaction patterns in teaching English using interviews in both numerical and non-numerical data to the English lectures at Language Development Center of IAIN Padangsidimpuan.

C. Population and Sample

1. Population

"Population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study".[33] It means that the population is the large group when it comes to generalization.

The populations in this research were the lectures at Language Development Center of IAIN Padangsidimpuan. So, the population of this research includes 51 English lecturers.

2. Sample

Sample is a subset of data that is selected and chosen from a bigger population based on sure guidelines. As stated by Gay and Airasian, sample was a number of individuals for a study in such a way that they present the large group from they were selected.[34] As a conclusion, the sample is selected from a population and it is used as a participant in the aim of research.

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[33]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Pratkik* (Jakarta: PT. Rineka Cipta, 2000), p. 108.
[34]L. R. Gay & Peter Airasian, *Educational Research for Analysis and Application* (America: Prentice Hall, 2000, p. 121.

This research used random sampling. "Random sampling is a method of selecting total of sample units out of total of population that everyone distinct samples has an equal chance being drawn".[35] Objective was to determine when choosing a sample, including whether it is representative, reliable, and neutral.

Sample size was determined using the Slovin method in this research. Then, the formula of Slovin is as follows:

$$n = \frac{N}{1 + Ne2},$$

Where:
n = Total of the sample
N = Total of population
E = Limit of error tolerance.[36]

This research used the limit of error tolerance 10 percent as follows:

N = 51 E = 10% (0, 1)   n =....?
$n = 51/ (1+ (51 \times 0, 1^2))$
n = 51 / (1 + 51 x 0, 01)
n = 51 / (1 + 0, 51)
n = 51/ 1, 51
n = 34

This research used probability sampling which is random sampling to get this result. So, the sample of this research was 34 teachers.

D. Instrument of Collecting Data

Research instrument is a tool that the researcher employs to collect data. Data in this research obtained from giving questionnaire and interview with the participants to get validity in interaction patterns in teaching

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[35]William G. Cochran, *Sampling Technique 3rd Ed* (Canada: Jhon Willey and Sons, 1977), p. 18.

[36]Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan* (Bandung: Citapustaka Media, 2016), p. 92.

English at Language Development Center of IAIN Padangsidimpuan is mostly used.

1. **Observation**

The type of observation method is indirect observation (non-participant). Someone who observes and records the situation being observed without getting involved with people or the setting is known as a non-participant observer. The participants who observed were the English lecturers at Language Development Center of IAIN Padangsidimpuan. The observation has been done two times of meetings. It was conducted observation in different classes to see what interaction patterns are carried out by the lecturer.

Table 1
Indicators of Observation

No.	Indicators	Yes	No	Notes
1.	Teacher-whole class			
2.	Teacher-a group of students			
3.	Student-student			
4.	Students-students			
5.	Students-teacher			

2. Questionnaire

"Questionnaire is data collection technique that done to gain data by giving questions or statements to make easier for participant".[37] The purpose questionnaires are effective mechanisms for collecting specific types of information efficiently. There were two types of questionnaires. The first questionnaire was about the kinds of interaction patterns utilized when teaching in English classroom, for one question in the questionnaire concerning how frequently the teacher use the interaction pattern, there were five options for the time item frequency. Then, this questionnaire was to collect information about kinds of interaction patterns in teaching English. The second questionnaire, which had five questions and was about the reasons teacher used interaction patterns when teaching English, which contained five questions, in one question there were four possible answers of reasons to use it. The questionnaire in this instrument used likert scale, it is level of frequency, which the given answers are: always, often, sometimes, seldom and never.[38] In favorable criteria: always (5), often (4), and sometimes (3). Whereas unfavorable criteria: seldom (2), and never (1). Each all had a different score.

Table 2

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[37]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008), p. 142.

[38]L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*.

Indicators of Interaction Patterns

No.	Number of Items	Statements	Indicators of Interaction Patterns
1.	1	I used *teacher-whole class* in teaching English	Teacher-whole class
2.	2	I used *teacher-a group of students* in teaching English	Teacher-a group of students
3.	3	I used *student-student* in teaching English	Student-student
4.	4	I used *students-students* in teaching English	Students-students
5.	5	I used *students-teacher* in teaching English	Students-teacher

Table 3
Indicators of Reasons for Using Interaction Patterns

No.	Number of Items	Statements	Indicators of Interaction Patterns
1.	1	I used *teacher-whole class* in teaching English because... a. Easy to use by the teacher b. Suitable for English material c. Interesting for students d. _____	Teacher-whole class
2.	2	I used *teacher-a group of students* in teaching English because... a. Easy to use by the teacher b. Suitable for English material c. Interesting for students d. _____	Teacher-a group of students
No.	**Number of Items**	**Statements**	**Indicators of Interaction Patterns**

3.	3	I used *student-student* in teaching English because... a. Easy to use by the teacher b. Suitable for English material c. Interesting for students d. _____	Student-student
4.	4	I used *students-students* in teaching English because... a. Easy to use by the teacher b. Suitable for English material c. Interesting for students d. _____	Students-students
5.	5	I used *students-teacher* in teaching English because... a. Easy to use by the teacher b. Suitable for English material c. Interesting for students d. _____	Students-teacher

3. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. "Interview means face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on

their lives, experiences, or situations as expressed in their own words".[39]

Thus, Interview was method of gathering data that involves asking the interviewee questions and getting their answers. The purpose of this research is to gather information about the efforts made in order to of using interaction patterns in English teaching. The interview was also conducted to ensure that the research's results were correct.

In addition, the procedures of interview to obtain data from the interview are:

1. Prepares a list of questions to ask selected lecturers.

2. Based on the questions that have been prepared, researcher asks and speaks in a nice manner.

E. Validity and Reliability test

1. Validity test

Validity, reliability, and objectivity are the main criteria in quantitative method.[40] Valid Data that is structured and maintained accurately is referred to as valid data. In other words, what is written and reported accurately is said to be valid. Therefore, the researcher use SPSS version 25 to validate each item.

2. Reliability test

Reliability has to do with the consistency and discovery of data. The reliability of this research must be demonstrated by the consistency of

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[39]Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, Fourth Edi (New Jersey: Wiley, Inc, 2016), p. 116.

[40] Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D* (Bandung: Alfabeta, 2017), p. 267.

the data. Reliability is the extent to which a measurement in a research remains accurate after being repeated on the same subject in the same circumstance. This research implemented the cronbach alpha formula with the SPSS version 25 to make the data reliable.

F. Technique of Data Collection

The technique of collecting the data for this research was used give the questionnaire for lecturers who participated in this research. There were some processes involved in gathering the information. The First, the researcher submitted the research letter to Language Development Center to inform them of the beginning of the research. Then, the questionnaire samples were collected by the researcher. Following it, an explanation of the questionnaire will be given. The lecturers then select one option, and the writer takes notes when the lecturers express their thoughts on the questionnaire topics. Then it's back to the University for interviewing with English teacher. Finally, the data from the questionnaire and interview will be analyzed.

G. Technique of Data Analysis

During the step data analysis for data of research processing, it analyzed results data using mean and average scores. The researcher presented the information gathered as descriptive data using the following formula: Identifying and correction the kinds of interaction patterns in teaching English.

1. Identifying and correction the kinds of interaction patterns in teaching English.

2. Analyzing the questionnaire result using mean score.

   During this step of research data processing of lecturers' interaction patterns in teaching English by applying the formula:

   $$X = \frac{\sum X \, x \, 100\%}{N}$$

   X: The mean of the score

   ΣX: The total score

   N: The total lectures[41]

3. The purpose of the data description is to explain the collected data.

4. In reaching a conclusion, it is necessary to summarize up the findings of the research analysis.

   After the researcher getting the data, it has been presented in frequency table as following:

Table 4
The Classification Quality of the Teachers' Score

No.	Percentage	Criteria
1.	4.24-5.04	Very High
2.	3.43-4.23	High
3.	2.62-3.42	Enough
4.	1.81-2.61	Poor
5.	1.00-1.80	Very Poor [42]

(Source: Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik)

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[41]Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p. 30.
[42]Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p. 23.

After the researcher found the mean score of all teachers', it would be consult to the criteria as the following:

1. If the value of mean score is ≤1.00-1.80, it can be categorized into very poor ability.

2. If the value of mean score is 1.81-2.61. It can be categorized into poor ability.

3. If the value of mean score is 2.62-3.42. It can be categorized into enough ability.

4. If the value of mean score is 3.43-4.23. It can be categorized into high ability.

5. If the value of mean score is 4.24-5.04. It can be categorized into very high ability.

Miles and Huberman stated that analysis can be divided into three distinct current flows: data reduction, data display, and conclusion drawing. In this research, the researcher employs Miles and Huberman's theory for data analysis, which requires three steps:

a. Data Reduction

Data reduction became the first steps to do in analyzing the data in this research. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. Based on Miles theory, in this step the researcher firstly analyzing the data by listening the recording of

interview, listen carefully and checking the data by reading the transcription to see the result.

b. Data Display

The second steps data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.[43] In this step, the researcher shows the data which is contains the interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan, not only broadly, but also precisely and clearly.

c. Conclusion Drawing

After finished doing data reduction and data display, the last steps is to analyze the data in this research is drawing conclusion. In this step the researcher concludes the result of the research based on the research problems.

The explanation above shows how the data analysis technique is the technique that the research should use to examine the data. The researcher is knowledgeable about kinds of interaction patterns used in teaching English, and also the problems that teachers face while using interaction patterns in teaching English at the language development center of IAIN Padangsidimpuan.

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[43]Huberman, 11.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter focused on analyzing the collection of data. This chapter gives the detail of data finding. This result of research discussed about the result that considered of description of data, calculating, mean score to get whole result the kinds of interaction patterns using teaching English and the reasons of using interaction patterns in teaching English. The details description of data as follows:

There are two findings in this research: interaction patterns used by the teacher in teaching English and why the teacher used interaction patterns in teaching English.

A. Data Description

This research used questionnaire and interview. The questionnaire was used to know the kinds of interaction patterns in teaching English. Then interview is to support the teacher's statement about the reasons for using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan on academic year 2021/2022. Questionnaire in this research was distributed to P2B IAIN PSP lecturers for the 2021/2022 academic year with a total of 34 people. The sampling technique used probability sampling. So, that the sample was taken to produce 34 respondents as research samples.

Data collection was done by distributing a questionnaire that has been made with 5 statements related to interaction patterns in English classroom.

Furthermore, the Likert scale was used as a reference to produce quantitative data.

1. **The Description of Kinds of Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan**

   a. **Observation**

   The result of observation provided an explanation of the field data. It had to do with how the English lecturers communicate with students in teaching English at classroom. According to the findings of the observation, English lecturers at Language Development Center of IAIN Padangsidimpuan interacted with their students in five different ways when instructing them in teaching English: teacher-whole class, teacher-a group of students, student-student, students-students, and students-teacher.

   b. **Analysis of *Teacher-whole class* in Teaching English**

   Teacher-whole class involves teachers and students learning together at the same time, in the same place, and with each participant focused on the same goal.

   Based on English teachers' answers in questionnaire about interaction pattern of *teacher-whole class*, there were 14 (41.1%) of 34 respondents who sometimes used *teacher-whole class* in teaching English, 9 (26.4%) of 34 respondents who often used it, 4 (11.7%) of the 34 respondents who seldom used it, 4 (11.7%) respondents who always used it, and 3 (8.8%) of 34 respondents never used it. It can be seen from the table as follow:

Table 5
Teacher-whole class in Teaching English

Name of Interaction Patterns	Optimal	Score	F	P	S
Teacher – Whole class	Always	5	4	11.7%	20
	Often	4	9	26.4%	36
	Sometimes	3	14	41.1%	42
	Seldom	2	4	11.7%	8
	Never	1	3	8.8%	3

Average score X: 109/34 = 3.2

From the table above, it can be concluded that 14 (41.1%) of the 34 respondents are more dominant in choosing sometimes. So, the teachers sometimes apply a teacher-whole class in teaching English. *Teacher-whole class* in teaching English is neutral category because the average score obtained is 3.2 and is in the interval 2.62-3.42.

b. **Analysis of *Teacher-a group of students* in teaching English**

Teacher - a group students in teaching English are the students in the group are discussing what the teacher would want to accomplish for them.

Based on English teachers' answers in questionnaire about interaction pattern of *teacher-a group of students*, there were 13 (38.2%) of 34 respondents who often used *teacher-a group of students* in teaching English, 12 (35.2%) of 34 respondents who sometimes used it, 6 (17.6%) respondents who always used it, and 3 (8.8%) of 34 respondents who seldom used it and none of the respondents who never used it. It can be seen from the table as follow:

Table 6

Teacher-a group of students in Teaching English

Name of Interaction Patterns	Optimal	Score	F	P	S
Teacher - a group of students	Always	5	6	17.6%	30
	Often	4	13	38.2%	52
	Sometimes	3	12	35.2%	36
	Seldom	2	3	8.8%	6
	Never	1	-	-	-

Average score X: 124/34 = 3,6

From the table above, it can be concluded that as many as 13 (38,2%) of 34 respondents were more dominant in choosing often. So, the teacher often applied *teacher-a group of students* in teaching English. Then, teacher-a group of students in teaching English is high category because the average score obtained is 3,6 and is in the interval 3.43-4.23.

c. **Analysis of *Student-student* in teaching English**

Student-student has anything to do with pair-work tasks. Unlike group work, pair works need collaboration and are self-initiated by only two students.

Based on English teachers' answers in questionnaire about interaction pattern of *student-student* in teaching English, there were 17 (50%) respondents who always used *student-student* in teaching English, 17 (50%) of 34 respondents who often used it, none of the respondents who sometimes used it, and none of the respondents who seldom used it and none of the respondents who never used it. It can be seen from the table as follow:

Table 7
Student-student in Teaching English

Name of Interaction Patterns	Optimal	Score	F	P	S
	Always	5	17	50%	85
	Often	4	17	50%	85
Student-student	Sometimes	3	-	-	-
	Seldom	2	-	-	-
	Never	1	-	-	-

Average score X: 170/34 = 5

From the table above, it can be concluded that as many as 17 (50%) of 34 respondents stated always, and as many as 17 (50%) of 34 respondents stated often. So, the teachers always applied teaching English. Then, *student-student* in teaching English is very high category because the average score obtained is 5 and is in the interval 4.24-5.04.

d. **Analysis of *Students-students* in Teaching English**

This pattern is also known as 'group work.' Group work is a collaborative learning classroom in which students understand topics and complete tasks.

Based on English teachers' answers in questionnaire about interaction pattern *students-students* in teaching English, there were 18 (52,9%) of 34 respondents who often used *students-students* in teaching English, 14 (41,1%) respondents who always used it, 8 (23.5%) of 34 respondents who sometimes used it, and 1 (2,9%) of 34 respondents who seldom used it, and 1 (2,9%) of 34 the respondents who never used it. It can be seen from the table as follow:

Table 8
Students-students in Teaching English

Name of Interaction Patterns	Optimal	Score	F	P	S
Students-students	Always	5	14	41,1%	70
	Often	4	18	52,9%	72
	Sometimes	3	8	23,5%	24
	Seldom	2	1	2,9%	2
	Never	1	1	2,9%	1

Average score X: 169/34 = 4.9

From the table above, it can be concluded that as many as 18 (52,9%) of 34 respondents are more dominant in choosing often. So, the teachers often applied students-students in teaching English. Then, *students-students* interaction in teaching English is high because the average score obtained is 4,9 and is in the interval 3.43-4.23.

e. **Analysis of *Students-teacher* in Teaching English**

This interaction will encourage the teacher to provide knowledge and feedback, as well as the students to ask questions about material they are confused about. The most common activity that students accomplish for their teacher is to ask questions.

Based on English teachers' answers in questionnaire about s*tudent-teacher* interaction pattern in teaching English, there were 18 (52.9%) of 34 respondents who often used students-teacher in teaching English, 7 (20.5%) of 34 respondents who always use it, 7 (20.5%) of 34 respondents who sometimes use it, and 2 (5.8%) of 34 respondents who seldom and none of the respondents who never used it. It can be seen from the table as follow:

Table 9
Students-teacher in Teaching English

Name of Interaction Patterns	Optimal	Score	F	P	S
	Always	5	7	20.5%	35
	Often	4	18	52.9%	72
Students-teacher	Sometimes	3	7	20.5%	28
	Seldom	2	2	5.8%	4
	Never	1	1	-	-

Average score X: 139/34 = 4.0

From the table above, it can be concluded that as many as 18 (52.9%) of 34 respondents are more dominant in choosing often. So, the teachers often apply *students-teacher* in teaching English. Then, *students-teacher* interaction in teaching English is high because the average score obtained is 4.0 and is in the interval 3.43-4.23.

Based on the result, the recapitulation the average score of interaction patterns on the five statements above, it can be seen from table as follows:

Table 10
Recapitulation the Average Score of Interaction Patterns

No.	Indicators	Scores	Categories
1.	Teacher-whole class	3.2%	Neutral
2.	Teacher-a group of students	3.6%	High
3.	Student-student	5%	Very High
4.	Students-students	4.9%	High
5.	Students-teacher	40%	High

Thus, with the score above, it can be concluded that the use of interaction patterns in teaching English at English Development Center at IAIN Padangsidimpuan can be categorized as high.

2. The Reasons of Using Interaction Patterns in Teaching English by English Teachers at Language Development Center of IAIN Padangsidimpuan

This research used questionnaire and interview to know the reasons why teachers use interaction patterns in teaching English. The findings are as follows:

a. The Result of The Questionnaire About The Reasons Why Teachers Used Interaction Patterns in Teaching English

Based on English teachers' answers in questionnaire about interaction patterns of *teacher-whole class*, it showed that 14 (41.1%) respondents stated that they used of *teacher-whole class* interaction in teaching English because it is easy to use by the teacher, 7 (20.5%) of 34 respondents stated that it is suitable for English material, 4 (11.7%) of 34 respondents stated that interesting for student, 9 (26.4%) of the 34 respondents stated that it is saving time, the interaction in accordance to student and learning needs. By using *teacher-whole class* interaction in teaching English, it can be concluded that more teachers were making a statement that using teacher-whole class in teaching English because it is easy to use by the teacher.

Based on English teachers' answers in questionnaire about interaction patterns of *teacher-a group of students*, it showed that 5 (14.7%) respondents stated that they used *teacher-a group of students* interaction in teaching English because it is easy to use by the teacher,

11 (32.3%) of 34 respondents stated that it is suitable for English material, 9 (26.4%) of 34 respondents stated that it is interesting for student, and 9 (26.4%) of 34 respondents stated this kind of interactions need to explain about certain topic deeper. It can be concluded more teachers were making a statement that using *teacher-a group of students* in teaching English because it is suitable for English material.

Based on English teachers' answers in questionnaire about interaction patterns of *student-student*, it showed that 3 (8.8%) respondents stated that they used *student-student* in teaching English because it is easy to use by the teacher, 9 (26.4%) of 34 respondents stated that it is suitable for English material, 16 (47.0%) stated that it is interesting for student, and 6 (17.6%) of 34 respondents stated that it makes students more confident, improve students' verbal skills, improve students' communicative abilities, and encourage students to discuss in pairs. It can be concluded more teachers were making a statement that using *student-student* in teaching English because it is interesting for students.

Based on English teachers' answers in questionnaire about interaction patterns of *students-students*, it showed that 3 (8.8%) respondents stated that they used *students-students* in teaching English because it is easy to use by the teacher, 7 (20.5%) of 34 respondents stated that it is suitable for English material, 20 (58.8%)

stated that it is interesting for student, and 4 (11.7%) of 34 respondents stated challenging for students, helps students to discuss in group. It can be concluded more teachers were making a statement that using *students-students* in teaching English because it is interesting for students.

Based on English teachers' answers in questionnaire about interaction patterns of *students-teacher*, it showed that 6 (17.6%) respondents stated that they used *students-teacher* in teaching English because it is easy to use by the teacher, 10 (29.4%) of 34 respondents stated that it is suitable for English material, 11 (32.3%) stated that it is interesting for student, and 7 (11.7%) of 34 respondents stated It is simple to highlight and do drilling as well as feedback, and to ask/answer something related to the lesson, that teachers and students communicate with others. It can be concluded more teachers were making a statement that using *students-teacher* in teaching English because it is interesting for students.

b. The Result of The Interview About The Reasons Why Teachers Use Interaction Patterns in Teaching English

There were three English teachers namely E, J and NH who were interviewed, and teachers were asked for 1 question related to the reasons of using interaction patterns in teaching English. The following results:

1) Easy to Use by The Teachers

All teachers claimed interaction patterns were easy to use especially in teaching English because the teacher were easily interact with the students. Then, it helped teacher become more creative in managing learning process.

2) Suitable for English Material

Teachers agree that teacher gave instruction clearly by using interaction patterns. Then, Teacher could create relevant content in interaction patterns for students such as media for teaching.

3) Interesting for Students

All participants were really satisfied using interaction patterns. It helped the teaching and learning process run smoothly and it could increase learners' communicative in the form of knowledge, understanding, skills, and attitudes.

B. Discussion

The result of this research showed that there were five kinds of interaction patterns. They are teacher- whole class is the neutral category (3.2), teacher-a group of students is high category (3.6), student-student is very high (5), students-students is high category (4.9), and students-teacher is high (4.0). It was shown that interaction patterns in this research was high category. Based on the result, the most dominant interaction patterns were student-student, students-students, and students-teacher interaction in teaching English because interesting for students.

The researcher discussed the result of this research and compared with other studies. In Kasim's research, The research findings revealed that there were five patterns of classroom interaction, namely teacher- class interaction (T-C), teacher-group interaction (T-G), teacher- student interaction (T-S), student-student interaction (S-S), and student-teacher interaction (S-T). The most dominant pattern is student-student (S-S) classroom interaction. In a communicative classroom, S-S interaction is the most effective pattern of classroom interaction for speaking class. Here the students get more freedom to talk in the target language. In other words, the teacher involved in this study applied the S-S interaction because she considered that it was the most effective among the five patterns of classroom interaction.[44] In this research, it has the same kind of interaction patterns. The dominant interaction patterns also there is student-student interaction in teaching English because interesting for students.

In Hikmah's research, she found seven types of interaction applied during in English class. They were teacher speaking to the whole class, teacher speaking to an Individual student with the rest of the class as hearers, teacher speaking to a group of students, student speaking to teacher, student speaking to students, student speaking to group members, and student speaking to the whole class.[45] On other hand, it is contrast with the researcher who analyzed five kinds of

[44]Usman Kasim, "Classroom Interaction in The English Department Speaking Class at State University of Malang," *Jurnal Ilmu Pendidikan* 3, no. 11 (2016): 4, https://doi.org/10.17977/jip.v11i3.101.
[45]Nurul Hikmah, "The Classroom Interaction in The English Teaching Learning Process of The Eight Graders at MTS NEGERI 8 MUARO JAMBI" , p. 77.

interaction patterns and in the result was dominant interaction patterns were student-student, students-students, and students-teacher interaction.

In Arisandi's research, he reveals two kinds of interaction: student-lecturer interaction and student-student interaction. It means by student-lecturer interaction, interaction that occurs between lecturer and students, while student-student interaction is an interaction that happens among students.[46] It has different in this research which analyzed five kinds of interaction patterns. They are teacher-whole class, teacher-a group of students, student-student, students-students, and students- teacher.

In Rachel's research, she concluded that the kinds of teacher-students' interaction pattern used of pattern teacher-student, pattern teacher-student-teacher, pattern of teacher-student-students- teacher, and pattern teacher-student-student-teacher, and student-student.[47] It has same kinds of interaction patterns in this research.

The last is Lestari's Research. The result of the research showed that there are some types of classroom interaction such the roles of teacher–student interaction, student–teacher interaction, and student–student interaction (SS). She concluded that the dominant type of classroom interaction in speaking class

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[46]Bobi Arisandi, "Classroom Interaction Patterns in the EFL Task-Based Classroom," *JER* I Journal of ELT Research, 3 no.2 (2016): 191

[47]Rachel, "Teacher-Students' Interaction Patterns in English Class for the Tenth Grade Students of SMA Negeri 1 Mengkendek," *TEFL Overseas Journal 39* 4, no. 1 (2016): 18

is teacher–student interaction.[48] So it has different kinds of interaction patterns in this research because different in dominant interaction patterns.

In conclusion, various patterns of interaction may develop through the teachers' use of learning activities. By using games, exercises, and discussions allow students to apply' understanding of the importance of talking in class. Therefore, interaction patterns definitely improve student participation and involvement in class.

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[48]Ratih Yuni Lestari, "Classroom Interaction in English Speaking Class: A Naturalistic Study at Madrasah Aliyah Negeri 1 Batang," *Journal of Chemical Information and Modeling* (2018), 13, http://eprints.ums.ac.id/62342/

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts. This chapter will present the conclusion and suggestion based on the result and discussion.

A. Conclusions

Based on the result, the conclusions of this research are:

1. Kinds of Interaction Patterns in Teaching English

   There are five kinds of interaction patterns in teaching English that occurred at Language Development Center of IAIN Padangsidimpuan. They are teacher-whole class, teacher-a group of students, student-student, students-students, and students-teacher.

2. The Reasons of Using Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan

   a. Teacher-whole class is used in teaching English because it is easy to use by the teacher.

   b. Teacher-a group of students is used in teaching English because it is suitable for English material.

   c. Student-Student, students-students, and students-teacher were used in teaching English because it is interesting for students.

B. Suggestions

After finishing this research, the researcher got many information in English. Therefore the researcher wants to give suggestions as follow:

1. For the Chief of Language Development Center of IAIN Padangsidimpuan, to pay attention about the English teacher while teaching.

2. For English teacher, to creactive interaction patterns in classroom whether to teach English, so the students are not bored when studying.

3. For student, thorugh the kinds of interaction patterns in teaching that teacher apply can help students in mastering English reduce students' bored and anxiety.

4. For researcher, to useful as source of information for further related studies.

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Appendix I. Observation Sheet

Guidance Observation about Teachers by Using Interaction Patterns

No.	Indicators	Yes	No	Notes
1.	Teacher-whole class			
2.	Teacher-a group of students			
3.	Student-student			
4.	Students-students			
5.	Students-teacher			

Appendix II. Questionnaire Sheet 1

Questionnaire Sheet Kinds of Interaction Patterns in Teaching English Used By Lecturers at Language Development Center (P2b)

Name :
Date and Time :
Instructions
Please complete the questionnaire below by ticking (√) the available options, your answers will be kept confidential. The criteria of the answer choice: Always (5), often (4), Sometimes (3), Seldom (2), and Never (1).

No.	Statement	Frequency				
		Always	**Often**	**Sometimes**	**Seldom**	**Never**
1.	I used *teacher-whole class* in teaching English					
2.	I used *teacher-a group of students* in teaching English					
3.	I used *student-student* in teaching English					
4.	I used *students-students* in teaching English					
5.	I used *students-teacher* in teaching English					

Appendix III. Questionnaire Sheet 2

Questionnaire Sheet Asked About The Lecturers Reasons Using Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan

Name   :
Date and Time   :
Instructions
Please complete the questionnaire below by ticking (√) the available options, your answers will be kept confidential.

1. I used *teacher-whole class* in teaching English because...
   a. Easy to use by the teacher
   b. Suitable for English material
   c. Interesting for students
   d. _____
      _____
      _____

2. I used *teacher-a group of students* in teaching English because...
   a. Easy to use by the teacher
   b. Suitable for English material
   c. Interesting for students
   d. _____
      _____
      _____

3. I used *student-student* in teaching English because...
   e. Easy to use by the teacher
   f. Suitable for English material
   g. Interesting for students
   h. _____
      _____
      _____

4. I used *students-students* in teaching English because...
    e. Easy to use by the teacher
    f. Suitable for English material
    g. Interesting for students
    h. _____
       _____
       _____

5. I used *students-teacher* in teaching English because...
    e. Easy to use by the teacher
    f. Suitable for English material
    g. Interesting for students
    h. _____
       _____
       _____

Appendix IV. Interview to the English Teachers

Interview to the English teachers indirectly.

1. What is your name?

   Answer...

   ....

   ....

   ....

   ....

   ....

2. Why do the teachers using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan?

   Answer...

   ....

   ....

   ....

   ....

   ....

   ....

Appendix V. Analysis Observation Sheet

Guidance Observation about Teachers by Using Interaction Patterns

Date   :

Lecturer's Name   : AK

No.	Indicators	Yes	No	Notes
1.	Teacher-whole class	✓		• The Lecturer stimulates students to talk about **"there is / there are"**. • The lecturer asks all students listen to the recording. After that, underline the sentence about **"there is / there are"** in conversation on the book. Then say together loudly.
2.	Teacher-a group of students	✓		• The lecturer divides students into groups to guessing pictures about **"there is / there are".** Then then each group guesses what picture it is.
3.	Student-student	✓		• The Lecturer divides students into pairs. • Each pairs do asking and answering about **"a good neighborhood"**.
4.	Students-students	✓		• The Lecturer asks students to talk to everyone, one person should talk to six people about **"describe where you live using there is/there are"**.
5.	Students-teacher	✓		• Students share their ideas about the material. • Students ask to the teacher.

Guidance Observation about Teachers by Using Interaction Patterns

Date   :

Lecturer's Name   : HP

No.	Indicators	Yes	No	Notes
1.	Teacher-whole class	✓		• The lecturer asks all students listen to the recording. After that, underline the sentence about **"there is / there are"** in conversation on the book. Then write it on the whiteboard.
2.	Teacher-a group of students	✓		• Teacher divides students into groups. • Rearrange the letter that lecturer given.
3.	Student-student	✓		• Practice the conversation.
4.	Students-students		✓	
5.	Students-teacher	✓		• Students talk to lecturer about their ideas.

Appendix VI. Analysis of Questionnaire Sheet 1

Instruction of Questionnaire

1. The researcher met the respondents
2. Researcher asked respondents to answer 5 items below in grade (5) Always, (4) often, (3) Sometimes, (2) Seldom, and (1) Never.

No.	Statement	Frequency				
		Always	Often	Sometimes	Seldom	Never
1.	I used *teacher-whole class* in teaching English	4	9	14	4	3
2.	I used *teacher-a group of students* in teaching English	6	13	12	3	-
3.	I used *student-student* in teaching English	17	17	-	-	-
4.	I used *students-students* in teaching English	14	18	1	-	1
5.	I used *students-teacher* in teaching English	7	18	7	2	-

Appendix VII. Analysis of Questionnaire Sheet 2

Teachers were asked to answer 5 statements in the questionnaire related to the reasons by using interaction patterns in teaching English.

No.	Statement				
	1	**2**	**3**	**4**	**5**
1.	a	a	c	c	b
2.	d	b	d	c	d
3.	c	b	a	b	c
4.	c	c	c	c	c
5.	b	c	c	b	c
6.	c	c	c	c	c
7.	b	c	b	a	c
8.	c	b	d	b	a
9.	b	b	c	c	b
10.	a	a	c	c	b
11.	a	b	c	c	b
12.	d	c	c	c	c
13.	b	a	c	c	c
14.	d	d	d	c	d
15.	b	d	d	d	b
16.	d	d	d	d	a
17.	d	d	b	d	a
18.	b	b	c	c	b
19.	d	b	b	c	b
20.	b	c	b	c	a
21.	a	c	b	c	a
22.	a	d	b	c	d
23.	a	a	c	b	b
24.	d	d	a	b	d
25.	d	d	c	c	d
26.	a	b	b	b	b
27.	a	b	b	b	b
28.	a	c	c	c	c
29.	a	b	a	c	a
30.	d	d	d	c	d
No.	Statement				
	1	**2**	**3**	**4**	**5**
31.	a	a	c	a	c
32.	d	d	d	c	d
33.	a	b	c	d	c

34.	a	d	c	a	c
Total	a = 14 b = 7 c = 4 d = 9	a = 5 b = 11 c = 9 d = 9	a = 3 b = 9 c = 16 d = 6	a = 3 b = 7 c = 20 d = 4	a = 6 b = 10 c = 11 d = 7

Appendix VIII. Analysis of Interview

The teachers' profiles are related to confirming the participants' eligibility for this research.

Teachers' Profile

a. **Gender**

3 of teachers are women.

b. **Age**

Most of the teachers' age is between 30-35 years old.

c. **Educational Qualification**

All of the Teachers had bachelor degree/S2 on English education, and the participants have year by year experience to teach.

The Script of Interview

Interview with 1st teacher: HM

Question

Why do the teachers using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan?

Answer

I use interaction patterns in classroom because is suitable for English material. Interaction pattern also is easy to use by the teacher. Interaction can help students working together to exchange ideas. Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners communicative. By using classroom interaction, students are more active in learning process.

Interview with 2ⁿᵈ teacher: YD

Question

Why do the teachers using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan?

Answer

Teacher and students have to have a good interaction in learning process. But sometimes, it is hard to get students' attention. So, that's why the class is not active. Interaction is easy to use by the teacher because teachers have to create a fun and interesting strategies in teaching. It helps students' interest to study. But when using the interaction pattern in the classroom, it must be in accordance with the English material.

Interview with 3ʳᵈ teacher: H

Question

Why do the teachers using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan?

Answer

Teacher use interaction patterns in classroom because if the teacher wants to know if the students are understandings the topic, they must provide feedback. Teachers must know respective topic inside, be able to set up a conducive classroom environment, be effective at using media and selecting sources, and know the approaches employed. Students can be made the center of attention in the classroom by using the interaction pattern. Teachers must also be creative and imaginative in the learning process to avoid being monotonous. Therefore, employing various interaction patterns will attract students' attention and help them to focus.
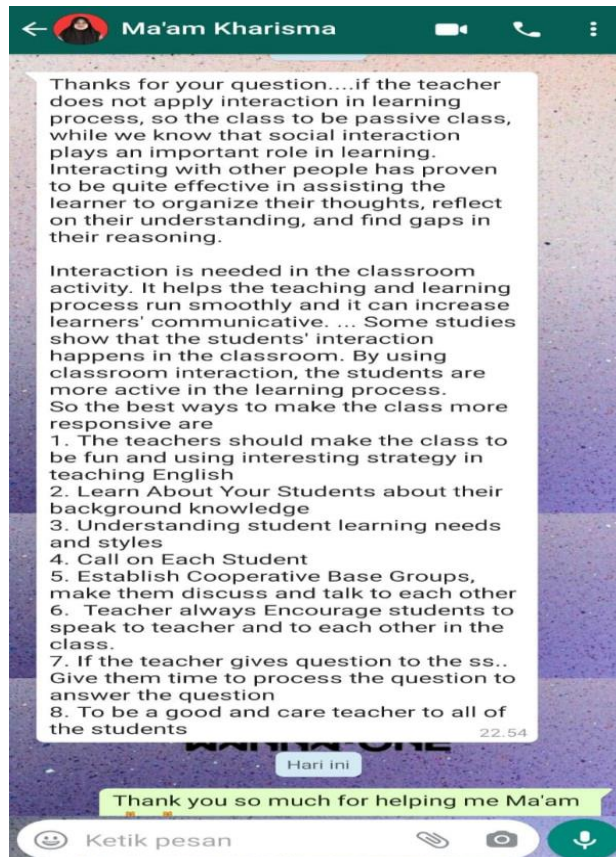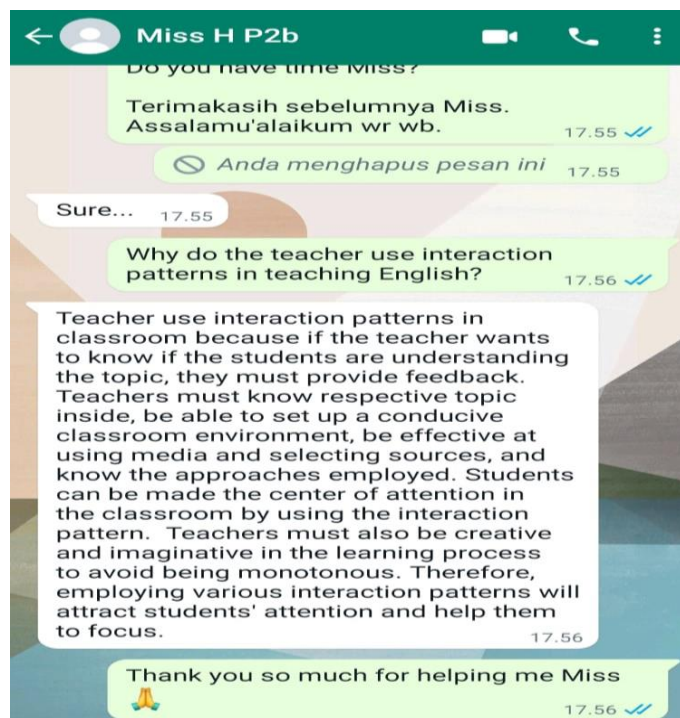
Appendix IX

DOCUMENTATIONS

1. Interview with HM

Ma'am Kharisma

Thanks for your question….if the teacher does not apply interaction in learning process, so the class to be passive class, while we know that social interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning.

Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. … Some studies show that the students' interaction happens in the classroom. By using classroom interaction, the students are more active in the learning process.
So the best ways to make the class more responsive are
1. The teachers should make the class to be fun and using interesting strategy in teaching English
2. Learn About Your Students about their background knowledge
3. Understanding student learning needs and styles
4. Call on Each Student
5. Establish Cooperative Base Groups, make them discuss and talk to each other
6. Teacher always Encourage students to speak to teacher and to each other in the class.
7. If the teacher gives question to the ss.. Give them time to process the question to answer the question
8. To be a good and care teacher to all of the students

22.54

Hari ini

Thank you so much for helping me Ma'am

Ketik pesan

2. Interview with YD

3. Interview with H

CURRICULUM VITAE

A. Identity
Name   : KHADIJAH PANJAITAN
Reg. Number   : 17 203 00081
Place/ Birth   : Padangsidimpuan, 6th June 1999
Sex   : Female
Religion   : Islam
Address   : Jl. Kenari Ujung, Kantin Lombang, Kota Padangsidimpuan
Phone Number   : 082364936081
Address   : khadijahpanjaitan4997@gmail.com

B. Parents
Father's Name   : Alm. Adian Panjaitan
Mother's Name   : Khadijah Panjaitan

C. Educational Background
1. Kindergarden   : TK. Kartika, 2004-2005.
2. Elementary School : SD Negeri 12 Padangsidimpuan, 2005-2011
3. Junior High School : SMP Negeri 1 Padangsidimpuan, 2011-2013
4. Senior High School : SMA Negeri 4 Padangsidimpuan, 2015-2017.
5. University   : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2017-2022

66 Oktober 2020

Nomor : 124 /In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Dr. Fitriadi Lubis, M.Pd.** (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd.** (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi 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 : Khadijah Panjaitan
NIM : 17 203 00081
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan**
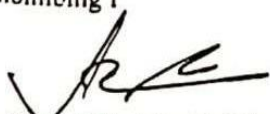
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
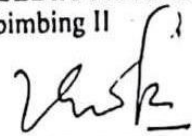
Ketua Program Studi Tadris Bahasa Inggris

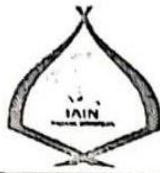**Fitri Rayani Siregar, M.Hum.**
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Nomor : B - 1121 /In.14/E.1/TL.00/04/2022   14 April 2022
Hal   : Izin Penelitian
         Penyelesaian Skripsi

Yth. Kepala Unit Pelaksana Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Khadijah Panjaitan
NIM   : 1720300081
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Interaction Patterns in Teaching English at Language Development Center of IAIN Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA
Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : www. iain-padangsidimpuan.ac.id

Nomor	: B- / 26 /In.14/J.2/PP.00.9/04/2022	19 April 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: Pemberian Izin Penelitian Penyelesaian Skripsi	

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan nomor : B-1121/In.14/E/TL.00/04/2022 Tanggal 14 April 2022 tentang Izin Peneltian Penyelesaian Skripsi maka bersama ini kami memberikan izin penelitian kepada :

Nama	: Khadijah Panjaitan
NIM	: 1720300081
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: "Interaction Patterns in Teaching English at Language Development Centre of IAIN Padangsidimpuan".

Demikian surat izin ini disampaikan supaya dipergunakan sebagaimana mestinya

Wassalam
Pusat Pengembangan Bahasa,
Kepala

Sri Harida, M.Pd
NIP. 19750917 200312 2 002

05 Agustus 2022

SURAT KETERANGAN
B- 02 /In.14/J.2/PP.00.9/08/2022

Kepala Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama	: Khadijah Panjaitan
NIM	: 1720300081
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 25 April s.d 17 Mei 2022 dengan Judul : **"Interaction Patterns in Teaching English at Language Development Centre of IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Wassalam
Kepala Pusat Pengembangan Bahasa,

stri Harida, M.Pd
NIP. 19750917 200312 2 002