

**AN ANALYSIS OF CLASSROOM INTERACTION IN THE
ENGLISH TEACHING AND LEARNING PROCESS OF THE
BILINGUAL CLASS IN THE FIRST GRADE OF SMPN 1
PRAMBANAN**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
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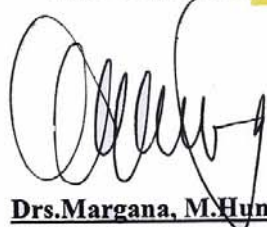
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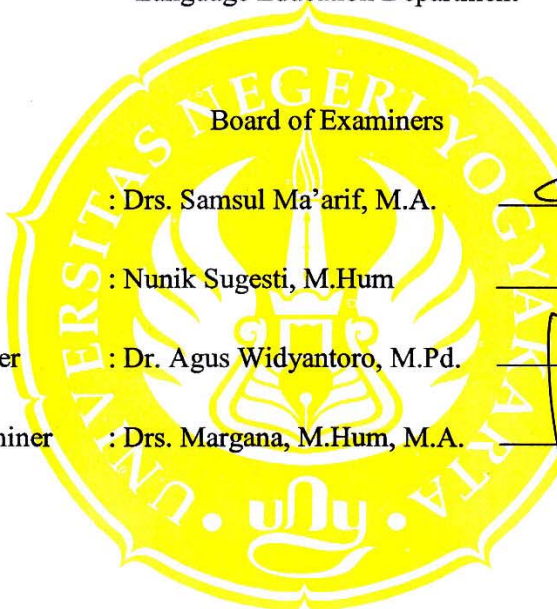
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RATIFICATION SHEET

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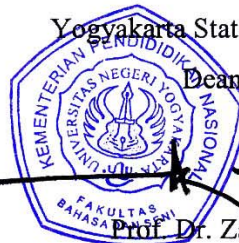

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IN THE ENGLISH TEACHING AND LEARNING
PROCES OF THE BILINGUAL CLASS IN THE
FIRST GRADE OF SMPN 1 PRAMBANAN**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, Juni 2011

Penulis,



Maria Murni Astuti

MOTTOS

“Don’t ever give up even when it’s too late because being too late does not mean a failure. Only a chicken says impossible without fighting for it first.”

“Be the best you can be and everything is going to be all right.”

“Just make everything simple and start from yourself if you want to finish a big thing because it just needs one step at the beginning to take a long journey.”

DEDICATIONS

I dedicate this thesis to:

- *My beloved father in memoriam*
- *My beloved mother*
- *My beloved brother and my sister*

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Needless to say, I realize that this thesis is far from being perfect even though it is a result of the hard work. The researcher hopes that this thesis gives some positive contributions to the improvement of the classroom interaction of the English teaching and learning in junior high schools.

Yogyakarta, June 2011

The Writer,

Maria Murni Astuti
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AN ANALYSIS OF CLASSROOM INTERACTION IN THE ENGLISH TEACHING AND LEARNING PROCESS OF THE BILINGUAL CLASS IN THE FIRST GRADE OF SMPN 1 PRAMBANAN

By

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ABSTRACT

This research was aimed at finding and describing the classroom interaction in the English teaching and learning process of the bilingual class at SMPN 1 Prambanan.

It was a descriptive qualitative research with a naturalistic approach. The setting of the research was SMPN 1 Prambanan Klaten. The methods of collecting the data were observation and in-depth interview. The data were in the form of words, clauses, and sentences. They included field notes and in-depth interview transcripts. The research instrument in this study was the researcher herself. The respondents were the English teacher and students of the bilingual class at SMPN 1 Prambanan. In reference to data analysis, the results are presented below.

The description and discussion were based on the findings. The interactions between the teacher and the students were divided into three (1) interaction in the pre-teaching which was further divided into four, namely greeting, asking students' condition, checking students' attendance, and telling the materials that would be learnt by the students in the meeting; (2) interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students learn the material; and (3) interaction in post-teaching. The interaction between the teacher and a student was divided into three (1) interaction in pre-teaching; (2) interaction in whilst-teaching which was further divided into two, namely discussing the material activity, and evaluating management activity which were divided into three, namely interaction in evaluating based on random technique, interaction based on students' seat, and interaction in evaluating based on students' attention; and (3) interaction in post-teaching. Interaction between student and student was focused on (1) interaction in pre-teaching; (2) interaction in whilst-teaching divided into two namely, discussing the material activity, and practicing English activity; and (3) interaction in post-teaching. Interaction between the student and the material was focused on (1) interaction in pre-teaching; (2) interaction in whilst-teaching; and interaction in post-teaching.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The human's natural behavior that is performed with environment and other living things in every field, space and time including in the educational field, particularly in the teaching-learning process is called interaction. Interaction in a classroom covers communication of the teaching defined as classroom interaction. Classroom interaction is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves students' language ability and achievement. In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching-learning facilities and learning media, school environment and environment surrounding the school. One of the interactions in the teaching-learning process happens in the English teaching-learning process at junior high schools.

As in other teaching-learning processes, in the English teaching-learning process, interaction is one of the factors that support the students' learning achievements. It is generally known that interactions between a student and a teacher, a teacher and students, a student and students, students and materials

influence students' learning activities and teachers' teaching activities. When the interaction has a high quality, it is very possible that the process of effective and efficient English teaching-learning will appear. Such an English teaching-learning process may support the quality of students' learning achievement.

Thus, it can be said that, indeed, interaction is needed in the English teaching-learning process. Therefore, all parties involved in the English teaching-learning process, either directly or indirectly, need to increase the quality and effectiveness of the interaction. For this reason, the parties need to be socialized about the importance of interaction in the English teaching-learning process. To support the idea, it is necessary to obtain real information about the English teaching-learning process in the field. In this research, the researcher tried to describe the interactions in the English teaching-learning process of bilingual class at SMN 1 Prambanan.

This research is aimed at describing the interaction that happens in the English teaching-learning process of the bilingual class at SMPN 1 Prambanan.

B. Identification of the Problem

In the English teaching and learning process, interaction mainly happens between a teacher and a student, a teacher and students, a student and a student, a student and the material. The main components of interaction in the English teaching-learning process are teacher, student and material. The supporting components of interaction in the English teaching-learning process that influences students' learning activities and teachers' teaching activities, are space, time,

facilities, teaching and learning media, school environment, and environment surrounding the school.

The interactions that happen in the English teaching and learning process can be seen from the teacher's teaching activities and students' learning activities in the classroom. The interaction may have various forms and qualities. In the teaching and learning process, a teacher will base his or her teaching activities on the lesson plan. Based on the lesson plan the teacher will perform activities such as asking questions, asking the students to repeat teacher's words, and asking them to do some exercises and some activities in English. The students' learning activities in the classroom may have different ways. At one time, they may be able to answer some questions correctly, repeat teacher's saying correctly, and follow the teacher's instruction correctly as well. But at another time, they may fail to do those activities correctly or even sit silently, giving no apparent reaction towards what the teacher says. Most of the students may pay attention to the teacher when she explains the materials. When the teacher explains the material, the students tend to write whatever the teacher explains directly. In addition, students may also ask questions when the teacher's explanation are not clear. Consequently, the teacher re-explains the materials in more detail.

The same thing may also happen when the teacher is gives instructions to the students to do some exercises or certain activities. If the students cannot understand it quite well, they will directly do the instruction quietly. Sometimes they whisper to each other. Moreover, when the teacher asks them to do a certain activity in English, they often do the activity in *Bahasa Indonesia*.

In the English teaching and learning process, it is very possible for the teacher to interact more frequently with certain students than with others. The students may be those who sit in the first and second front row seats. It happens, probably because the teacher tends to teach more frequently in front of the classroom. Therefore, the students who sit in the first and second row seats are more likely to get more attention from the teacher than those who sit in the back row seats. Likewise, in giving questions to the students, the teacher may tend to ask the brighter students or those whose names are easy to remember.

In giving the materials, the teacher usually faces some crucial problems. The problems are usually related to the appropriateness or inappropriateness of the materials with the teacher's ability, such as his limited knowledge of the materials, his ability to arrange the material to be taught, and his preparation in conveying the materials in the classroom. The compatibility between the difficulty level of materials being taught and the students' intelligence level, and the equality between the number of handbooks and the number of students will also influence the teacher's performance.

Classroom as the place for the teaching process has a great influence on the persistence of the teaching and learning interaction. The teacher in this case usually faces some problems related to the seating arrangement in the classroom. This includes desk arrangement and the division of the number of the students for individual, pair, or group activities. The conditions related to the students' concentration such as air-conditioning and the cleanliness will also influence the students' adjustment to the condition of the classroom. This adjustment will

possibly raise the problems related to the students' concentration. For example, the students' clarity in receiving the materials, their concentration and ability in interacting with the teacher and other students, and their comfort in following the English teaching and learning process.

The time when the teaching learning interaction takes place can also be a significant factor that influences the interaction. A case in point, a lack of time in doing teaching learning activities may disturb the teaching learning process. The lack of time can make the teacher and students feel uncomfortable in finishing their tasks. Moreover, the students might be more enthusiastic to learn in the morning than at noon.

Teaching learning facilities will also have a big contribution to the teaching learning interaction. In this case, the possible thing that may occur is the capacity of the facility in relation to the teacher's teaching activities. In relation to the teacher and students as the facility users, their knowledge and ability to benefit the facility may influence much to the running of an effective and efficient teaching and learning.

The description above is the possible forms and qualities of interaction that may occur in the English teaching and learning process in a bilingual class of a junior high school. The classroom interaction in the English teaching and learning process that occurs at SMPN 1 Prambanan may have different forms and qualities from the classroom interactions as described above. Therefore, it is necessary to obtain the actual data about the forms and qualities of interactions available in the field.

C. Limitation of the Problem

Referring to the identification of the problem, interactions that take place in the English teaching and learning process have various forms and qualities. This research only focused on the analysis of the classroom interaction in the English teaching and learning process of the bilingual class in the first grade of SMPN 1 Prambanan. Good interactions will make the teaching and learning process better. Especially in the first grade of SMPN 1 Prambanan as a bilingual class.

D. Formulation of the Problem

Based on the background, the identification, and the limitation of the problems, the problem of this research can be formulated as follows: "What are the classroom interactions in the English teaching-learning process of bilingual class at SMPN 1 Prambanan like?"

E. Objective of the Research

Based on the formulation of the problem, this research is aimed at describing the classroom interactions in the English teaching-learning process in the bilingual class at SMPN 1 Prambanan.

F. Significance of the Research

The results of this research hopefully can give positive inputs and contributions for the following parties: for the English teachers, the finding of this

research hopefully becomes a positive input to improve the quality of the English teaching learning process in the bilingual class.

For the students of junior high schools, the findings of this research hopefully become a force to motivate them to interact properly in the English teaching learning process, in order to achieve high-quality achievement in the English teaching learning process.

For the school principals of junior high schools, the findings of this research hopefully becomes an input in making a policy to improve the quality of the schools, especially the quality of the English teaching learning process especially in the bilingual class.

For other researchers, the information about the interaction forms and contents can be one of the resources of thought to conduct further research, for instance conducting an action research about interaction forms and contents in the English teaching-learning process at junior high schools

CHAPTER II

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

A. The Process of English Teaching-Learning

1. Teaching-Learning of English

The term “teaching-learning” rests on two words, “teaching”, and “learning”. These words are interconnected to each other and they are involved with human beings. According to Richard and Lockhart (1994: 29), teaching is a complex process which can be conceptualized in a number of different ways. Brown (1987: 6) says that teaching can be defined as showing or helping someone to learn how to do something, giving knowledge, and causing to know or understand. Kimble and Garnezy in Brown (2000: 7) insist that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. In order to be easier to understand, this definition is then clarified by Brown (2000: 7) into following issues.

- a. Learning is acquisition or ‘getting’
- b. Learning is retention of information or skill
- c. Retention applies storage system, memory cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form of practice, perhaps reinforced practice
- g. Learning is a change in behavior

The teaching and learning are two inseparable things. Therefore, in the English teaching learning process there should be a good relationship between the teacher and the students; both have a role as the subject of the English teaching-learning process.

2. Teacher's Roles in the Teaching-Learning of English

In a teaching-learning process, a teacher is demanded to behave according to the roles she or he is to play. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1989: 79). Ellis and McClintock in Richards et al (1994: 97) define role as the part taken by a participant in any act of communication. Richards and Rodgers (1986: 23) state that teacher's roles is similarly related ultimately both to assumptions about language and language learning at the level of approach.

Richards and Rodgers (1986: 23-24) add some roles of the teacher: the teacher as a source of knowledge and direction, catalyst, consultant, guide, and a model of learning. The roles of the teacher will ultimately reflect both the objectives of the method and the learning theory in which the method is predicted, since the success of the method may depend on the degree to which the teacher can provide the content or create conditions for successful language learning. According to Schickedaz (1983: 14-6), a teacher is a key to the educational program. Furthermore, he adds that a teacher has a role as: (1) a knowledge

importer that is as planner, organizer, and evaluator; (2) a disciplinarian; (3) a decision-maker.

According to Jarolimek and Foster (1981: 56), a teacher's behavior is primarily based on the performance of "psychological" and "instructional" roles. The psychological roles include the teacher's roles as a social model, an ombudsman, a morale builder, a leader of the group, a substitute parent, a target for frustration, and a friend. The instructional roles, which are concerned with teaching and learning activities, include the teacher's roles in planning learning and instruction, facilitating learning and instruction, and evaluating learning and instruction. According to Haskew and McLendon (1986: 101), many teachers recognize that their actual performance often has more powerful influence over pupils than many lengthy sermonettes they might preach. A teacher serves directly as a model for a skill he hopes students will learn.

An ideal teacher must have the roles. However, the important thing is that all the roles have their own place. Everything depends upon the need of the students.

3. Students' Roles in the Teaching-Learning of English

Johnson and Paul in Richards and Rogers (1993:23) propose the students' roles in the teaching-learning process as follows:

- a. Students plan their own learning and thus ultimately assume responsibility for what they do in the classroom,
- b. Students monitor and evaluate their own progress,

- c. Students are members of a group and learn by interacting with others,
- d. Students tutor other students, and
- e. Students learn from the teacher, from other students, and from other teaching resources.

Students as the subjects of teaching and learning play many roles in the English learning process. Richards and Rogers (1986: 23) state that the students' contribution to the learning process is considerably influenced by how they are regarded. This is seen in the type of:

- a. The activities they carry out,
- b. The degree of control they have over the content of learning,
- c. The patterns of learning groupings adopted,
- d. The degree to which they influence the learning of others, and
- e. The view of the student as a processor, performer, initiator, and problem solver.

In conclusion, the student is the first one who is responsible to learn a certain subject. In this connection, he/she plays an important role in the teaching and learning process.

B. The Interaction of English Teaching-Learning

1. Definitions of Interaction

Definitions of interaction are stated by some experts. For example, Brown (2001: 165) states that in the era of communicative language teaching, interaction is the heart of communication. From this concept, it is clearly stated that interaction is an important thing for language teachers. Since communication is

the main factor in the communicative language teaching, communication must appear in every language learning activity. Here, students are supposed to be able to communicate and interact with others in language learning contexts. They will learn how to communicate and interact through the interaction itself. Thus, the communication in the language teaching and learning classroom can be seen from the interaction among the language classroom participants.

Brown (2001: 165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction. It can be simply stated that interaction is a process to get an idea out of one person's head and into the head of another person and vice versa.

The definition of interaction is also stated by Malamah. Malamah (1987:7) defines that interaction means acting reciprocally, acting upon each other. This definition contains a concept that there are two parties involving in an interaction. An interaction will occur when both parties act upon each other. Then, the acts of one party will make another party react to them. This reaction will influence the next action. Thus, interaction depends on the actions of both parties.

In summary, interaction can be defined as a process of communication that involves two or more people on expressing and receiving message in the form of ideas, feelings or opinions. In promoting interaction in a classroom, the situation in the classroom should support the teacher and students to interact with each other.

2. The importance of Interaction

Rivers (1988:4) states the importance of interaction in the learning-teaching process. He tells that through interaction, students can increase their language store as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem solving tasks, or dialogue journals. He adds that in interaction, students can use all they process of the language-all they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is important to them. Thus, they have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating discourse that conveys interactions.

Chaudron (1998: 10) quotes Allwright's point of the importance of interaction in the learning-teaching process. Interaction is viewed as significant because it is argued that (a) only through interaction can the learner decompose the target language structures and derive meanings from classroom events, (b) interaction gives learners the opportunities to incorporate the target language structure into their own speech, (c) and the meaningfulness for learners of classroom events of any kind whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners.

In reference to the explanation above, interaction is important in the teaching and learning process because it can facilitates students to improve and explore their language ability through communication with the other.

3. The Characteristics of a good interaction

McNergney and Carrier in Purwanti (2004: 32) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship.

The students also show certain attitudes towards learning in the involvement of learning related activities. These attitudes include the following aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. The teacher is able not only to achieve compliance but also to support and encourage students' initiatives.

In summary, the characteristics of a good interaction can be seen in the situation of an effective teaching and learning process. Its situation shows a good interaction of students' attitudes toward the teacher's behaviors, students' participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves.

4. Classroom Interaction

These are some definitions of classroom interaction proposed by some experts. Brown (2001: 169) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. One of the best ways to develop the teacher's role as an initiator sustainer of

interaction is to develop a repertoire of questioning strategies. He also asserts that the appropriate questioning in an interactive classroom can fulfill a number of different functions (adapted from Christenburry & Kelly: 1983 and Kisella: 1991) as presented below.

- a. Teacher's questions give students the input and opportunity to produce language comfortably without having to risk initiating language themselves.
- b. Teacher's questions can serve to initiate a chain reaction of student interaction among them.
- c. Teacher's questions give the instructor immediate feedback about the students' comprehension.
- d. Teacher's questions provide students with opportunities to find out what they think by hearing what they say.

Those types of questions are:

- a. Knowledge questions: eliciting factual answer, testing recall and recognition of information
- b. Comprehension questions: interpreting, extrapolating
- c. Application questions: applying information heard or read to new situations
- d. Inference questions: forming conclusion that are not directly stated in instructional materials
- e. Analysis questions: breaking down into parts, relating parts to the whole

- f. Synthesis questions: combining elements into a new pattern
- g. Evaluation questions: making a judgment of good and bad, right or wrong, according to some set of criteria, and stating why.

Brown (2001: 169) also states that it is reasonable for teachers to understand the characteristics of effective classroom interaction in order to conduct a successful teaching learning process. In the lectures and class discussions in which the teacher functions as a central model, the opportunities for speaking turns are distributed by him or her. The teacher gives the turns either by specifically nominating or calling on a particular student or by eliciting a response from the whole class.

Pattison in Nunan (1989: 68) proposes the following seven activity types which involve learners' interaction. They are as follows.

- a. Questions and answers (these activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choice).
- b. Dialogues and role-plays (these can be wholly improvised, 'if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs').

- c. Matching activities (here, the task for the learners is to recognize matching items, or to complete pairs or sets).
- d. Communication strategies (these are activities designed to encourage learners to participate in communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback simplifying).
- e. Pictures (many communication activities can be stimulated through the use of pictures (e.g. spot the difference, test to memorize, and sequencing pictures to tell a story).
- f. Puzzles and problems (there are many different types of puzzles and problems. These require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their power of logical reasoning’).

According to Barker (1987: 72), classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm. Rivers (1988: 9) also explains that because interactive language teaching means elicitation of willing student’s participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feelings of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and willing to try to express themselves. When students feel appreciation from the teacher to them, they will be motivated in conveying and

expressing their ideas. As a result, they will have a willingness to participate in the classroom.

During the teaching learning process, teachers play an important role in managing the classroom interaction. Regarding this, Hill (1982: 118) proposes that teaching and learning are processes in the classroom which require interaction between the teacher and the students. In line with this thought, Cohen (1976: 211) states that classroom interactions are controlled by the teacher for it is he or she who promotes particular learning situations through his or her choice of objectives, organization of experiences and selection of materials and methods.

In summary, interaction occurs in the classroom activities between the teacher and students. However, the teacher seems to play a more important role especially when he functions as a class organizer. In this case, the class will be under his authority. When the teacher's function expands to a facilitator the students will have more freedom to show their learning style.

5. Patterns of Classroom Interaction

According to Mc Nergney and Carrier (1981: 104), the pattern of interaction is similar to the student talks, which is classified further into two categories: (a) student-talk response; and (b) student-talk initiation. Student-talk response means that student responds to the teacher's question and usually the response results in a predictable answer. Student-talk initiation means that student-initiated response is unpredictable or originally creative in content.

Interaction is a two way process. Malamah (1991: 7) states that interaction means acting reciprocally, acting upon each other. Therefore, many classroom interactions center on organization and administration. Malamah (1991: 62-3) proposes the pattern of interaction in the classroom as follows: (1) interaction between the teacher with the whole of class, (2) interaction between the teacher and a group of students, (3) interaction between the teacher and the individual student, (4) interaction between the student and the teacher, (5) interaction between the student and another single student, and (6) interaction between the student and a group of students.

Besides, Malamah (1991: 9-73) also states that interaction implies more than one person. There must be someone to transmit a message and someone to receive it. The number of students in the class results in any number of possible variations on who does the transmitting and who does the receiving. When the teacher is seen as the one who transmits the messages, then he or she can be seen as trying to communicate with the whole class, a group of students, or individual student at different point of the lesson. When a student performs as the one who transmits the message, he or she then interacts with the teacher, another single student, or a group of students.

6. Interaction between the Teacher and Learners

Interaction between the teacher and learners commonly takes place during the teaching learning process. The interaction, which involves both the teacher and learners, can be considered as reciprocal actions and reactions. The actions

and reactions between the teacher and learners can be also described in the form of thoughts, ideas, and feelings.

McPake et al (2002: 03) affirms that most of the time that the teacher spent in interaction with the learners was in whole teaching and learning conditions. Teachers support student's learning in various ways in the classroom. Situations in which learners are least likely to be on task include working independently of the teacher while interacting socially with other learners and working in small groups with the teacher.

The quality of interaction between the teacher and students gives a big impact to the teaching and learning process. As Malamah (1991: 156) found, the success of ability grouping depends on the quality of interaction between the teacher and students. In order to get a successful teaching and learning process, the teacher should have a good creativity to create an interaction to the students.

7. Interaction among Learners

Interaction between learners can occur in a group work. Group work is one of the activities that can be very effective in the teaching learning process. A good communication among students is highly needed in group work. From the communication, interaction among students will occur. Cohen (1992: 14) says that the kind of group work useful for more routine types of academic learning differs from the kind of interaction desired when the objective is learning for understanding or conceptual learning. For conceptual learning, interaction

between learners should be more a mutual exchange process in which they share ideas, hypotheses, strategies, and speculations.

For more routine kinds of learning, the learners may help each other to understand what the teacher or the textbook is saying and they may offer each other substantive and procedural information. Cohen (1992: 12) finds that the success of heterogeneous small-group learning depends on how effectively students interact among themselves. Students can achieve the purpose of the teaching learning process effectively through interaction and relationship among them.

Further, Rivers (1988: 78) states that opportunities for students-teacher interaction, as well as student-teacher interaction, are greater in a small group activity than in large groups. Students receive much more attention to their individual problems and feel more personally involved because they can no longer hide in the crowd.

8. Components of Interaction

The interactions among the components of learning influence the goal of achievement. Besides, the condition of each component will also determine the quality of the interaction itself. Davis (1975: 303) explains that to achieve a goal in learning, there should be interaction among the components in the learning system. He also states that those components consist of people, materials, facilities, equipment, and procedures. Furthermore, he adds that the people in the learning system are teachers, students, laboratory assistants, and administrators.

The materials include books, chalks, chalkboards, and audiotapes. The facilities and equipment consist of classroom, learning equipment, and laboratories. The procedures include schedule and methods of sequencing information, providing practices, studying, testing, and grading.

a. Teacher

The teacher is one of the components determining the interaction in the English teaching-learning process of the bilingual class. According to Chayanuvat (1996: 12), the roles of teachers can be a planner, manager, provider, facilitator, resources person, and diagnostician. Teachers generally plan the lessons and all activities that are necessary. They are managers of their classes as they manage the activities to be done by students. The teacher, one of the components determining the interaction in the English teaching-learning process of the bilingual class, has two aspects. Those aspects are competency and personality.

The teacher's performance is important in making the interaction run well. There are some factors which contribute to the teacher's performance. These factors are abilities to establish student-and-teacher communication, encourage students' interests and motivation, transfer material, and respond to the students' ability.

Medley (1982:1895) proposes some characteristics of the teacher's behavior which students like best: (1) the teacher should be cheerful, good natured, patient, and not irritable, (2) in order to teach the student, teachers are recommended to have good teaching skill, (3) being friendly, companionable and not a loaf are also needed by the teacher, (4) to build good relationship and

communication, the teacher should be interested in pupils, and being understandable, (5) being impartial and does not have “teacher’s pet” also important for the teacher, (6) the teacher also needs to be fair in grading and marking with the students.

In relation to the teachers’ ability, there are some points proposed by Richards and Rodgers in Nunan (1989: 84). These points are related to the teacher’s professionalism. They involve the following issues:

- 1) the types of function teachers are expected to fulfill, e.g., whether that of practice director, counselor, or model,
- 2) the degree of control the teacher has over how learning takes place,
- 3) the interaction patterns that develop between teachers and students, and
- 4) the degree to which the teacher is responsible for the content.

Lado (1964: 8-10) also proposes some criteria for the teacher’s skills. These criteria are: (a) the language teacher must know the target language well enough to be imitated by the students; (b) the language teacher must know the linguistic facts of the students’ language style (the way they speak) in order to understand the particular problems they will have in the target language; (c) the language teacher must understand the intimate relation between a language and its culture; (d) the language teacher needs special preparation to teach; and (e) the language teacher should be familiar with language laboratories and their use.

b. Students

Students, as the subject and object of the teaching-learning, are one of the components determining the interaction in the English teaching-learning process of the bilingual class. There are some factors which affect the student's involvement or his interaction in the learning process. Roijackers (1982: 16-30) explains that these factors are motivation, attention toward subject, ability to generalize, ability to understand the material, and ability to apply what has been learnt.

Related to their effort in successful language learning, students usually behave according to the requirements below (Nursahid, 2001: 17).

- 1) Being able to respond to the group dynamic of the learning situation so as to develop the endurance toward negative anxiety and inhibitions.
- 2) Seeking out all opportunities to use the target language.
- 3) Making maximum use of opportunities afforded to practice listening to and responding to speech in the second language addressed to him and others.
- 4) Supplementing the learning that derives from direct contact with speakers of the second language with learning derived from the use of student techniques.
- 5) Being an adolescent or an adult rather than a young child at least as far as the early stages of grammatical development are concerned.

- 6) Possessing sufficient analytic skills to perceive, categorize, and store the linguistic features of the second language and also to monitor errors.
- 7) Possessing a strong reason for learning the second language and also developing a strong task motivation.
- 8) Being capable of adapting to the different learning conditions.
- 9) Being prepared to experiment by taking risks, even if this makes the learner appear.

c. Materials

The types of bilingual class materials will influence the interaction in the English teaching-learning process. The materials of the bilingual class can be complicated or simple. The interaction in the English teaching-learning process with the complicated materials will be different from that of the simple ones. The interaction in the English teaching-learning process is also influenced by the extent of the materials. The complicated or simple materials and the extent of the materials will also determine the forms of the interaction in the English teaching-learning process in the bilingual class.

Hardjono (1988: 3) states that to make sure the material taught is really reserved; the teacher needs to hold the student's interest by presenting the material in full earnest. In relation to this, Nunan (1989: 19) explains that students should be involved in designing or selecting tasks. It means that the students have the opportunities similar with those of the teacher conducting the materials. It is also

possible to allow students choices in deciding what to do and how to do it. This of course implies a major change in the roles assigned to students and teachers. Furthermore, Nunan suggests that the task is likely to have the same psychological/operational reality for the learner as it has for the teacher. By using it as a design unit, one opens to the student the possibility of planning and monitoring learning, one breaks down the hierarchic barriers, as it were. It does not mean to say that the teacher and the student will view the same task in the same way and attach the 'same meaning' to it. Nor does it absolve the teacher from the responsibility of ensuring that through a sequence of tasks the appropriate 'formal curricula' are covered.

The statements above imply that material has many roles in learning processes. The material chosen also determines the classroom interaction particularly the students' interest in the learning process.

d. Space

The classroom situation, the place where the English teaching-learning process is held, can be wide or narrow, bright or dim, noisy or quiet, there may be a certain arrangement of the tables, chairs, and other equipment in the classroom. A different arrangement and situation of the classroom will cause a difference of interaction in the English teaching-learning process.

Hill (1982: 118) assumes that teaching and learning are the processes in the classroom which require interaction between the teacher and the students. This

assumption implies a view that the classroom is a medium for the teacher and the students to interact with each other.

Moreover, Cullingford (1995: 129) states that classroom is uncomfortable to learning process if there is a lack of resources, and if it is untidy and dirty. Kaucak and Eggen (1989: 155) also state similar opinions that the room which is not arranged well can disrupt both management and achievement. Therefore, the classroom needs to be bright, clean and healthy in order to make the best context for learning (Cullingford, 1995: 132).

e. Time

Willey and Harnischfegar in Kauchak and Egger (1989: 66) states that time also has an important role in making the classroom interaction run well. The lack of time may be an obstacle in the classroom interaction. It often happens because of the lack of awareness and disregards for it. The subject of teaching learning does not seem to fully appreciate the time. Furthermore, Kauchak and Eggen (1989: 67) also state that effective teachers maximize the use of instructional time.

The time, which is used for the English teaching-learning process of the bilingual class, can be divided into three: 1) the duration of the English teaching-learning process in each meeting, 2) the frequency of the English teaching-learning process in a week, and 3) the time when the English teaching-learning process is held in the morning or in the afternoon. The time when the English

teaching-learning process held is closely related to the students and teacher's condition during the English teaching-learning process.

f. Facilities and learning media

The English learning process cannot be separated from the educational facilities. Facilities also support the smoothness of the classroom interaction. Suryobroto (1983: 29) explains that the educational facilities are important factors in achieving the goal of education. It is in line with the reality of education as a kind of communication activity, where the exchange and conveying of aided message is to develop the pupil's ability. The educational facilities are seen as the media which are able to lead to the success of the educational communication activity.

More specifically, Natawijaya (1977: 177) gives the detailed facilities which are needed in a school. They are school building which is able to make the students feel comfortable, school equipment which should meet the student's need (classical or individual), and learning equipment which should be complete in order that the students can do some activities, such as, gathering information, doing particular skill exercises, and doing some researches, experiments, and others.

The learning media or the teaching aids are some of the equipment helping the course of the English teaching-learning process and helping the students in comprehending the learning materials. The aspects related to learning media that can determine the interaction in the English teaching and learning process of the

bilingual class are: 1) the number of learning media, 2) the completeness of learning media, 3) the kinds of learning media, and 4) the quality of learning media.

C. Bilingualism

1. The Definition of Bilingualism and Bilingual

According to Richards, Platt, and Weber (1985: 29), the word bilingualism means the use of at least two languages either by an individual or by a group of speakers, such as, the inhabitants of a particular region or a nation. Bilingualism is common in, for example, the province of Quebec in Canada where both Welsh and English are spoken. Meanwhile, according to Weinrich in Skutnabb-Kangas (1981), bilingual is the persons involved in bilingualism. In line with Weinrich, Oksaar in Skutnabb-Kangas (1981) adds that a bilingual is someone who in most situations can freely use two languages as means of communication and switch from one language to the other of necessary.

2. Types of Bilingualism

Pohl in Baetens-Beardsmore (1982) divides bilingualism into three types.

a. Horizontal bilingualism

Horizontal bilingualism occurs in situation where two distinct languages have an equivalent status in the official, culture, and family life in a group of speakers. Although such speakers might functionally differentiate their language

usage, there could be also considerable overlapping where either language might be used in very similar circumstances.

b. Vertical bilingualism

Vertical bilingualism takes place when a standard language, together with a distinct but related dialect, coexists within the same speaker.

c. Diagonal bilingualism

Diagonal bilingualism occurs with speakers who use a dialect or non-standard language together with a genetically unrelated standard language.

According to Skutnabb-Kangas (1981), bilingualism is divided into an elite bilingualism and a folk bilingualism. Elite bilinguals are usually highly educated and some parts of their education are in foreign languages, with some opportunity to use the language naturally. On the other hand, folk bilinguals are usually low educated and have usually been forced to learn the other language in practical contact with people who speak it. Folk bilinguals often come from a linguistic majority and it is connected with many educational difficulties.

Baetens-Beardsmore (1982) also makes division on bilingualism into receptive and productive bilingualism. Receptive bilingualism fits the person who understands a second language, in either its spoken or written form, or both, does not necessarily speak or write it. Receptive bilingualism is relatively easy to acquire, particularly for the older learner, and is a less. Time-consuming learning task in that does not involve the laborious acquisition of language patterns that must be at ready command for fruitful conversation or written communication with a speaker of another language.

Based on the situation of the bilingual, there are two types of bilingualism, namely natural bilingualism (also called primary bilingualism) and secondary bilingualism (Skutnabb-Kangas, 1981). A natural bilingual is defined as an individual who learns two languages without formal teaching. Such natural bilingualism can be acquired home or in a society requiring someone to activate two or more languages. A secondary bilingual, means someone who has become a bilingual as a result of formal instruction, for example, by learning a foreign language (English) in the Indonesia schools curriculum from the level of elementary school to university.

3. The Bilingual Programme in Indonesia

The implementation of bilingual programme in Indonesia is facilitated through the emergence of Piloted International Standard School (PISS). It was implemented in the academic year of 2004/2005 with 34 schools included from across the country. The inclusion of those schools is based on their qualification for being national standard school as well as their potentials to be developed into international standard schools.

Being categorized as a National Standard School means that the school must meet the standards of National Education which includes standards of content (curriculum), graduates, competency, learning process, teacher, facility, assessment, management, and budget.

In the bilingual programme, the use of English as the medium of instruction in math, science, and ICT classes indicates the adaptation of the

secondary bilingualism. In Indonesia, the bilingual programme is initially introduced in grade VII. The use of English as the medium of instruction is implemented only for math, science, and ICT classes. Besides, the programme is intended to be an additional language programme which still requires the use of mother tongue or L1 as the medium instruction for other subjects.

D. Conceptual Framework

The teaching learning activity is basically a process that requires interaction among the components of teaching and learning. Those components are teachers, students, materials, place, time, and facilities.

In the interaction of English teaching learning process, teachers and students perform as the main components. The other components, namely, materials, place, time, and facilities accomplish the supportive components. The difference of the components' roles in the interaction of English teaching learning process results in the different types of the components' influences toward the interaction. The teaching and learning in the bilingual class is different from that in the regular class. In the bilingual class, the materials are explained in English. English is also used in the communication between the students and the teacher. Therefore, the teacher in the bilingual class must master English well. The students in the bilingual class are selected through some examinations such as: interviews with the teacher in English, the mark of English subject in the elementary school which must be over 7, the students in the bilingual class is the smartest students in all of the subjects according from the school report card in the

elementary school. The space and the facilities in the bilingual class are different from those of the regular class. The bilingual class uses English language in all of the teaching and learning process for all the studies. The time for bilingual class is taken more than the regular class.

In this research, the researcher tried to reveal some of the complexities of those interactions. This research was aimed at identifying the actual interaction in the English teaching learning process in the bilingual class at SMPN 1 Prambanan.

CHAPTER III RESEARCH METHOD

A. Types of the Research

This research is categorized as descriptive qualitative research. Qualitative research is concerned with discovering or describing second language acquisition in its natural state or context and where there are no assumptions about what that activity consists of or what its role in acquisition (Seliger and Shohamay, 1989:124).

B. Setting

This research was conducted in SMPN 1 Prambanan as one of the junior high schools in Klaten. SMPN 1 Prambanan is located in Kongklangan, Sanggrahan, Prambanan, Klaten. It is one of the favorite schools in Prambanan. This junior high school consists of five first grades for the regular classes and one class for the bilingual class, and also five second grades for regular classes and one class for bilingual, five third grades for regular classes. The facilities of this school include two laboratories, i.e., language laboratory and biology and physics laboratory. Besides, there are also sport fields such as tennis, volleyball and basketball courts, and a multi-function wider field. The research was conducted from April until May 2011. The researcher selected the first grade classes of the bilingual of the school as the sample with the employment of a purposive sampling technique.

C. Research Instrument

The main instrument of this research was the researcher herself. To collect the data, the researcher conducted observations in the teaching and learning process of the bilingual class and interviews with the students and the teachers. The researcher also collected some documents and took some photographs of the teaching and learning process as the documentations of the research.

D. Techniques of Data Collection

To obtain the data, the researcher used two kinds of data collection techniques: observation and interview. In addition, the researcher also took some documents and photographs as documentations to support the data.

E. Procedures of Data Collection

The data were collected by observing the teaching and learning process in the bilingual class of the first grade of SMPN 1 Prambanan. The data gained were in the form of field notes, interview transcripts, documents and photographs.

F. Data Analysis

The process of data analysis started after the researcher collected the data in the classroom. The data analysis procedures are presented below.

1. Putting all the data collection from observation in the form of words, phrases, or sentences into cards.
2. Reading each card carefully to look for similarities and differences.

3. Categorizing the data on cards and labeling each category.
4. Choosing and deciding the focus of the research.
5. Developing the focuses by doing in-depth interviews with the English teachers and the first grade students.
6. Sharpening, strengthening, or moving the focuses to get fixed categories until the data is redundant.
7. Selecting categories to be formulated in the findings.

G. Trustworthiness

The trustworthiness of the data in this research is based on a triangulation technique. In this case, the researcher always checked the results of the research with the respondents. Specifically, the triangulation is done through observations and interviews.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

After analyzing the collected data about classroom interaction in the English teaching and learning process in the bilingual class of SPMN 1 Prambanan, the researcher categorized the data into four categories, i.e., interaction between the teacher and the students, interaction between the teacher and a student, interaction between a student and another student, and interaction between the students and the material.

The focuses of the first category were; (1) interaction in pre-teaching which was further divided into four, namely greeting activity, asking students' condition, checking students' attendance activity, and telling the materials that would be learnt by the students in the meeting; (2) interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students to learn the material; and (3) interaction in post-teaching which was further divided into two, namely motivating or asking the students to study and ending the lesson.

The second category was focused into; (1) interaction in pre-teaching; (2) interaction in whilst-teaching which was further divided into two, namely discussing the material activity, evaluating management activity which were further divided into three, namely, interaction in evaluating based on random technique, interaction based on students' seat, and interaction in evaluating based on students' attention; and (3) interaction in post-teaching.

The third category of interaction between a student and another student focused on; (1) interaction in pre-teaching; (2) interaction in whilst-teaching divided into two namely, discussing the material activity, and practicing English activity; (3) interaction in post-teaching.

The fourth category of interaction between the student and the materials focused on; (1) interaction in pre-teaching; (2) interaction in whilst-teaching; and (3) interaction in post-teaching.

1. Interaction between the Teacher and the Students

This interaction between the teacher and the students happened in the whole class. The condition when teaching and learning in the bilingual class was very interactive; all of the students were very enthusiastic to answer the teacher's questions. This category of interactions was divided into three; (a) interaction in pre-teaching was divided into four categories, namely greeting activity, asking students' condition, checking students' attendance activity, and telling the materials that would be learnt by the students in this meeting; (b) interaction in whilst-teaching was divided into three, namely motivating the students to learn, rewarding the students, and helping the students learn the material; and (c) interaction in post-teaching was divided into two, namely motivating or asking the students to study and ending the lesson.

a. Interaction in pre-teaching

Interactions in pre-teaching are interaction that happens when the teacher starts the lesson. Usually, it is done to get the students' attention to the lesson.

There are some activities in pre-teaching, namely; greeting activity, asking student's condition, checking students' attendance activity, and telling the materials that will be learnt by the students in the meeting.

(1) Greeting activity

In an English teaching and learning process, the interaction between the teacher and the students in the whole class usually began when the teacher greeted them in the beginning of learning activities.

Teacher : Good morning, students
Students : Good morning, ma'am

(Observation # 1/page 63)

It had been the teacher's habit to use English whenever she greeted the students. By doing this, she wanted to make the students accustomed to using the English expression.

Researcher : *Bahasa yang Ibu gunakan bahasa apa bu?*
(What language do you use ma'am?)

Teacher : *Bahasa Inggris* (English)

(Interview transcript 8/page 97)

In relation to the importance of the teacher greeting, most of students agreed that English greeting was used to begin the English learning process. English greeting could create English situation and gave them a chance to practice English.

Researcher : *Dewi suka bahasa Inggris gak?*
(Do you like English, Dewi?)

Student : *Suka* (Yes, I do)

(Interview transcript 4/page 90)

The teacher usually greeted the students based on the classroom's and students' present condition. She used this session to get their attention and to get them ready with the teaching and learning process.

Researcher : *Kalau Ibu mau pelajaran atau waktu masuk kelas Ibu biasanya ngasih salam gak bu?* (Do you greet your students when you start the lesson or enter the class?).

Teacher : *Ya...of course tentu pasti itu tapi ya tergantung good morning atau good afternoon gitu* (Yes, of course but it depends on the situation, for example “good morning” or “good afternoon”).

(Interview transcript 8/page 97)

The students themselves tended to greet the teacher based on spontaneous conditions. By such a kind of greeting, the students were able to let the teacher know their conditions, so that the teaching learning activity could run appropriately with their condition.

Researcher : *Senang salam yang sekedar rutinitas atau menurut situasi?* (Do you prefer greetings as a routine or greetings depend on the situations?).

Student : *Lebih baik menurut situasi* (I prefer to use the greetings depend on the situations).

(Interview transcript 1 /page 86)

From the description above, it is clear that the students' reactions in responding to the teacher's greeting would be much determined by the language which the teacher used to greet them. For instance, when the teacher greeted the students in English, they answered it in English too. This is in line with a view expressed by Haskew and McLendon (1986: 101). They state that many teachers recognize that their actual performance often has more powerful influence over

pupils than many lengthy sermons they might preach. A teacher serves directly as a model for a skill he hopes the students will learn.

(2) Asking the students' conditions

Before starting the lesson, the teacher usually asked the student's condition at that time. It was very useful because it could make good psychological relationship between the teacher and the students.

Teacher : How are you today?
 Students : I am fine, thank you and you?
 Teacher : I am fine, too

(Observation # 1/page 63)

(3) Checking the students' attendance activity

In pre-teaching, the teacher asked who was absent in the class.

Teacher : Who is absent today?
 Students : Yusup

(Observation # 1/page 63)

(4) Telling the materials that will be learnt by the students in the meeting

To start the teaching and learning process the teacher usually told the materials that would be learnt by the students in the meeting.

Teacher : Today is the last lesson because on Friday all of you will get the test of this semester. Today we will do exercises to prepare the examination on Friday. Are you ready?
 Students : Yes
 Teacher : Okay... today is about the kinds of text.
 How many kinds of text?
 Students : Six

(Observation # 2/page 66)

b. Interaction in whilst-teaching

Interaction in whilst-teaching means interaction that happens in the process of teaching and learning. The interaction in whilst-teaching was divided into three, namely, motivating the students to learn, rewarding the students activity, and helping the students to learn the material activity.

1) Motivating the students to learn

In whilst-teaching, the teacher usually created interaction by motivating the students to learn. It was very useful to improve the classroom interaction.

Researcher : Apakah *ibu sering memotivasi siswa?*

(Do you often motivate your students?)

Teacher : *Kalau saya lihat nilai ulangan jelek saya kasih tahu, kamu gak les ya? Diluar les ya tambahan meskipun di sekolah les gitu itu menurut saya sudah memotivasi. Saya memberi tugas untuk belajar di rumah atau saya suka, begini anak pintar saya suruh duduk dengan anak yang bodo biar ketularan rajinmu gitu saya* (If I know that a particular student gets a low score, I will ask him: “You don’t join a course outside? Please join any courses even though you have attended extra lessons in this school.” I think I have motivated the students by saying that. I also give some assignments to do at home or...I like to do this, I order the smarter students to sit with the uncles student will be motivated to be more diligent).

(Interview transcript 8/page 98)

2) Rewarding the students activity

In whilst-teaching, the teacher gives a reward to the students in the teaching and learning process. It is very useful to improve the interaction. Usually the teacher gives reward to the students when they can answer the teacher’s questions correctly or they can do the exercise correctly.

Teacher : Next, number three

Students : He has about thirty magazines in his neighborhood

Teacher : He has about thirty magazines. Okay good...next, what does it mean in Indonesia? Translate it for me!
(Observation # 2/page 69)

The kinds of rewarding the students depend on the teacher. Usually the teacher praised the students by saying “good, good” or “you are good students”.

Researcher : *Jika memberi pujian pernah gak bu?*
(Have you ever given the praise to the students?)
Teacher : *Of course, pasti itu good-good, you are a good student gitu saya biasanya* (Of course. For example, good-good, you are a good student, as what I usually use)
(Interview transcript 8/page 98)

By giving the reward to the students, it can improve the self-confidence to try to answer the question. Without choosing a particular student to answer the teacher’s questions, most of the students would compete to answer. The students were very enthusiastic in the teaching and learning process.

Researcher : *Dengan memberikan pujian pada siswa yang menjawab benar Ibu lakukan itu menumbuhkan percaya diri siswa gak bu?*(By giving appraisal to the students who can answer the questions correctly, does it increase the students self confidence?)
Teacher : *Ya tentu saja mereka jadi berlomba-lomba ingin menjawab pokoknya jadi lebih berani menjawab* (Yes of course, it makes them compete to answer. It also makes them answer the questions bravely)
(Interview transcript 8/page 98)

From the description above, it was clear that motivating the students will improve the interaction of the teaching and learning process. This is in line with a view expressed by Rivers (1988: 9). He explained that because interactive language teaching means elicitation of willing student’s participation and initiative, it required a high degree of indirect leadership, along with emotional

maturity, perceptiveness and sensitivity to the feelings of others. When a teacher demonstrated these qualities, students lost their fear of embarrassment and were willing to try to express themselves. When students got appreciation from the teacher, they would be motivated in conveying and expressing their ideas. As a result, they would have a willingness to participate in the classroom.

3) Helping the students learn the material activity

The teacher usually helps the students to understand what she wants if there are some students who cannot joined the class during the teaching and learning process. The teacher helped the students by giving some clues of words to understand or to answer the task.

- Teacher : Okay...next and then greeting card, greeting card ya for example who can make the greeting card for me, for example, congratulation for?
- Students : Congratulation for your
- Teacher : For your?
- Students : Congratulation for your success
- Teacher : For?
- Students : Congratulation for your success for the winner on the last test in this semester

(Observation # 2/page 67)

The teacher also helped the students when they could not understand some of the materials that the teacher explained. When there was a student asking something that he or she could not understand it, the teacher usually explained it again to all of the students until they could understand that.

- Researcher : *Terus misal waktu keliling itu ada yang Tanya, Ibu jawabnya untuk satu anak itu yang tanya atau gimana?*
(When you move around the class and there is a student asks you, how do you answer the question? Is the answer only for that particular student?)

Student : *Jawabnya untuk satu kelas jadi biar semua tahu* (The answer is for the whole class so all of the students will know)

(Interview transcript 3/page 90)

The teacher helped the students by giving some explanations in *Bahasa Indonesia* when the students could not understand them in English. Not all of the students could understand the meaning of some words that the teacher used in the teaching and learning process.

Teacher : *Paham gak? yes...yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilihan ganda. Paham?* (Do you understand? I am afraid, you say 'yes' but you do not understand. In *LKS* book number 20 until 22 is notice, number 23 until 25 is announcement but in essay, then number 36 until 40 is announcement but in multiple choices).

Students : *Ya* (yes)

(Observation # 2/page 67)

Sometimes the teacher also used two languages to make the students understand some words that the teacher used more easily. For example, when the teacher asked something in English but the students could not answer it, the teacher would ask again in *Bahasa Indonesia*.

Teacher : It is located in Sunda strait. Okay... next, Ryan!

Ryan : It erupted in 1883

Students : Has erupted

Teacher : It has erupted in 1883

Kenapa pakai has? Why do you use "has"?

Students : *Karena sampai sekarang masih* (Because it still erupts until now)

(Observation # 2/page 71)

From the description above, it was clear that the teacher usually helped the students when they got problem in understanding or doing something. If the students could understand what the teacher said, the interaction in teaching and

learning would occur. This is in line with a view expressed by Brown (1987: 6). He says that teaching could be defined as showing or helping someone to learn how to do something, giving knowledge, and causing to know or understand.

c. Interaction in post-teaching

Interaction in post-teaching means interaction that happens in the end of the lesson. Interaction in post-teaching was divided into two activities, namely motivating to study and ending the lesson.

(1) Motivating or asking the students to study

The teacher usually motivated the students to study again at home after school in post teaching. It gave a positive effect to the teacher and students relationship. By motivating the students, it made the students feel happy because the teacher cares about them.

Teacher : Okay don't forget to study and give the exercises back to me

Students : Okay ma'am

(Observation # 2/ page 72)

The teacher also gave support to the students when they would get the examination. It was very useful to students in order to assure the students and to give them the spirit to study for the examination.

Teacher : Good luck for your examination

Students : Thank you

(Observation # 2/page 72)

(2) Ending the lesson

In ending the lesson, the teacher usually says "good bye" to the students. It made the students attractive and very enthusiastic, not only in the beginning of lesson but also in the end of the lesson.

Teacher : Okay...class, thank you for your attention, good bye
 Students : Good bye

(Observation # 2/page 72)

2. Interaction between the Teacher and a Student

This interaction happens between the teacher and a student. This interaction actually happened when discussing the task and when the teacher asked to a student. This category of interaction was divided into three focuses: (a) interaction in pre-teaching; (b) interaction in whilst-teaching; and (c) interaction in post-teaching.

a. Interaction in pre-teaching

There were some interactions that happen in the teaching and learning process between the teacher and a student in pre-teaching. For example, when the teacher forgot to bring a book, the teacher usually ordered the captain of class to take over the book before she started the lesson.

Teacher :Please, would you like to take my English book in the teacher's office?
 Student : Okay ma'am

(Filed note # 1/ page 100)

b. Interaction in whilst-teaching

There were some interactions that happen in the teaching learning process in whilst-teaching. They were discussing the material activity and evaluation management activity. The evaluation management activity was divided into three namely, interaction in evaluation based on a random technique, interaction in evaluation based on the students' seat, and interaction in evaluation based on the students' attention.

(1) Discussing the material activity

The interaction in discussing the material between the teacher and a student happens when the teacher asked a student to translate the materials or the task into *Bahasa* Indonesia. It aims to increase the students' language vocabulary through the language teaching and learning process. Students could improve their vocabulary while they were getting new knowledge from the teacher. The students could also receive and improve their language vocabulary while they were joining the learning activities.

- Teacher : Kompas is very thick. Okay good!
 Next, Meta, translate it in Indonesia for me!
- Meta : *Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal. (In Indonesia, many people like to read Kompas. It is a kind of newspaper. It has many readers. The people read about health, entertainment, sport, etc. Consisting of almost 40 pages, Kompas is very thick.)*
- (Observation # 2/page 70)

From the description above, the interaction between the teacher and a student happens in discussing the material and focusing on the evaluation in translating the meaning of the text into *Bahasa* Indonesia. The teacher called on one student to answer and to translate the meaning. It can increase the student language vocabulary. This was in line with a view expressed by Rivers (1988: 4). He told that through interaction, students could increase their language store as they listened to or read authentic linguistic material, or the output of their fellow students in discussion, joint problem solving tasks, or dialogue journals.

(2) Interaction in evaluating

Interaction in evaluating was divided into three namely, interaction in evaluating based on a random technique, interaction in evaluating based on the students' seat, and interaction in evaluating based on the students' attention.

(a) Interaction in evaluating based on a random technique

Interaction happens between the teacher and a student when they discuss the material or the task in the teaching and learning process. The teacher chose one student to answer the question. The teacher usually used a random technique when she could not remember the students' names.

Teacher : It is the newspaper. Okay good! Next number nine is you!
 Student : It has many readers

(Observation # 2/page 70)

When the teacher used random technique in evaluating the material, the students must fully concentrate in the teaching and learning processes. It would not be good for the students if they were not ready to answer the question. The students might not be able to follow the teaching and learning because of that.

Researcher : *Kalau jawab soal yang acak dan urut bangku lebih suka yang mana?*(In answering the questions, do you prefer to choose randomly or based on the students seat?)

Student : *Acak, kalau acak lebih adil*
 (I choose randomly, because it is more fair)

(Interview transcript 3/page 89)

(b) Interaction in evaluating based on the students' seat

The teacher also used the students' seat as a base to evaluate the students. Most of the students like this type because for the students who sit in the last seats they can ask the other students about the answer of the task. It made the student

could not learn by her or himself because the answer was not his or her answer.

As a result, the students could not practice his or her English seriously.

Researcher : *Kalau acak dengan urut tempat duduk suka yang mana?*(Do you prefer to answer randomly or based on the students' seat?)

Student 1 : *Suka yang urut tempat duduk nanti bisa ngitung bisa siap gitu*(I prefer to choose based on the students' seat because we can count so we can be ready to answer)

Student 2 : *Suka yang urut soalnya kalau gak bisa kan bisa tanya ke teman dulu* (I prefer to choose based on the students' seat because we can ask to the other friends)

(Interview transcript 6/page 94)

(c) Interaction in evaluation based on the students' attention

To create the interaction between the teacher and a student, the teacher also based on the students' attention technique to evaluate the teaching and learning processes. This technique was used when some students could not concentrate in the lesson or when some students disturbed the others when they were studying.

Researcher : *Kalau dalam menjawab soal, guru nyuruh anak buat maju atau gimana?* (In answering the question, does the teacher ask the students to go forward?)

Student 3 : *Kalau rame bisa langsung ditunjuk, kalau belum hafal pakai absen* (If the students make some noise, we can be pointed. If the teacher has not memorized our names yet, the teacher uses attendance list).

(Interview transcript 6/page 94)

From the description above, it was clear that the interaction between the teacher and a student happened when teacher evaluated the students about the materials in the teaching and learning process.

c. Interaction in post-teaching

Interaction between the teacher and a student in post-teaching happened when the teacher ordered one student to bring some books or some tasks to the teacher office.

Teacher : Anggita don't forget to submit the tasks to the teacher office!
 Student : Okay ma'am

(Observation #2/ page 72)

3. Interaction between a Student and another Student

The third category of the interaction is the interaction between a student and another student. This was divided into three: (a) interaction in pre-teaching; (b) interaction in whilst-teaching was divided into two namely, discussing the material activity, and practicing English activity; (c) interaction in post-teaching.

a. Interaction in pre-teaching

The interaction between a student and another student in pre-teaching when they were chatting each other or asking about something. The condition was very crowded because most of the students spoke loudly.

b. Interaction in whilst-teaching

(1) Discussing the material activity

The interaction between a student and another student was not maximized. The interaction among the students that happened in a bilingual class has many types. For example, when the students were chatting or telling some stories about their experiences, most of the students used *Bahasa* Indonesia when they asked to the other students about the material. The reason was various, for

example, because they were shy when they must speak in English with their friends. The students were afraid if the words they used were false.

- Researcher : *Misal waktu guru nerangin gak paham terus tanya ke siapa?* (For example, when the teacher explains the material and you do not understand it, then with whom do you ask?)
 Student : *Ke teman* (To a friend)
 Researcher : *Pakai bahasa apa?*(What language do you use?)
 Student : *Bahasa Indonesia* (Indonesian)
 Researcher : *Kenapa gak pakai bahasa Inggris?*(Why you do not use English?)
 Student : *Ya malu gitu takut salah* (I feel shy if I make mistake)
 (Interview transcript 3/page 90)

In discussing the material, the students can also help correcting the other students' answer. The student can give the correct answer when the other students cannot answer the questions correctly.

- Ryan : It erupted in 1883
 Student : Has erupted
 (Observation # 2/page 71)

(2) Practicing English activity

When the teacher asked the students to do some exercises that required them to use English, they would do that. For example, when the teacher asked the students to do the English conversation in front of the class, they used English. The teacher divided the students to do some exercises in groups and they must speak in English. The teacher used songs to create the interaction among the students.

- Researcher : *Pernah gak praktek ngomong bahasa inggris sama teman?* (Have you ever practiced English conversation with your friend?)
 Student : *Ya kadang kalau disuruh pakai Inggris ya Inggris* (Yes sometimes, if the teacher asked me to use English)

- Researcher : *Biasanya bentuknya apa aja? (In what kinds of activities do you usually practice English?)*
- Student : *Biasanya nyanyi lagu-lagu Inggris atau dibentuk kelompok-kelompok, suruh percakapan sama teman pakai bahasa Inggris (We usually sing English songs or we are asked to have English conversations with our friends in groups)*

(Interview transcript 2/page 88)

c. Interaction in post-teaching

The interaction in post-teaching between a student and other students happens when they were talking to each other or asking about something. In this case, the conditions were very crowded because most of the students spoke loudly. They were very busy with what they were doing.

4. Interaction between the Students and the materials

a. Interaction in pre-teaching

The interaction in pre-teaching between the students and the materials was not maximized. This was because the students did not know what the material would be learnt before the teacher told them. In most cases, the students prepared only the books for the subjects that day or the homework from the last meeting.

b. Interaction in whilst-teaching

Interaction between the students and the materials happens in the teaching and learning process. When the students got the task they could do it by themselves. If the students could not do the task they would ask to the teacher or to the other students. When the students asked to the teacher they used English. However, if they asked to the other students they used *Bahasa* Indonesia. They

did not always use English, because sometimes they used *Bahasa Indonesia* when they talked to each other in the teaching learning process.

When the teacher gave explanation about the materials, the students usually wrote it in their books. They thought it was very important to learn the explanation at home. In addition, they would need it for the final examination.

Researcher : *Dalam nerangin materi bu Anik biasanya cuma lisan atau sambil nulis di papan tulis?* (In explaining the material, Mrs. Anik usually uses oral explanation or writes in the whiteboard?)

Student : *Ya tinggal liat sikon kalau materi sulit enakan ditulis dipapan tulis kalau materi gampang lisan juga gak apa-apa* (It depends on the situation, if the material is difficult, she writes it in the whiteboard, but if the material is easy she uses oral explanation)

Researcher : *Yang di tulis di papan tulis biasanya di catet gak?kenapa?*(When the teacher writes in the whiteboard, do you write it in your book? Why?)

Student : *Di catet, kan penting tar kalau lupa bisa buka catatan* (Yes, I write it because it is important when I forget it I can open my book).

(Interview transcript 2/page 88)

c. Interaction in post-teaching

The interactions in post-teaching between the students and the materials have many types. Some of the students closed the book and some of them read again the material which has written in her or his book.

B. Discussion

From the findings, it can be seen that the interactions in teaching learning process happen in the bilingual class at SMPN 1 Prambanan have various types. Those interactions were between the teacher and the students, interaction between

the teacher and a student, interaction between a student and another student, and interaction between students and the materials.

1. Interaction between the teacher and the students

Interaction between the teacher and the students in the bilingual class at SMPN 1 Prambanan happens in the beginning of the teaching and learning process. For example, when the teacher greeting the students. In the beginning of the lesson, the teacher asked some questions to the students. The teacher's key questions addressed to the whole class. The students were enthusiastic on responding to the teacher's questions. When the teacher asked the students some questions, they could answer the questions. This circumstance reflected that the students paid attention to the teacher and learning activity in the classroom.

The interaction between the teacher and the students in the bilingual class also happens in question and answer activities. The question and answer activities had several objectives. These activities were aimed at leading the students to the topic of the lesson, gaining the students' concentration from the beginning of the lesson, activating the student during the teaching and learning process, expressing what was in the students' mind verbally, reflecting the students' inquiries and needs for further information, and motivating the students to be critical thinking learners. Their responses to the teacher could be seen through their verbal and nonverbal languages. The verbal language could be seen from their answers. Their nonverbal responses could be seen from their behavior and seriousness during the activities.

2. Interaction between the teacher and a student

Interaction between the teacher and a student in the bilingual class at SMPN 1 Prambanan happens in question and answer activities when they were discussing the materials together in teaching and learning process. The questions and answers activities could make the students think actively. They were ready to join the English teaching and learning process because they knew what they would learn. The questions and answers also helped the students to stay focused on the teaching and learning process. Their concentration was kept from the beginning when they were discussing the materials. The students must keep pay attention and concentrate to the teaching and learning process because they must answer the questions of the materials.

The teacher who gave the questions randomly to the students made the students concentrate on the questions and answers activities. They tended to listen to the teacher's questions carefully. They could answer the teacher's questions correctly. They seemed to have more courage in expressing their ideas, opinions, and feelings. Besides, their self confidence also appeared when they answered the teacher's questions. Thus, the students' responses showed their interest towards the teaching and learning process. The students were communicative in responding to the teacher. During the questions and answers activity, there was no silent period that happened in the classroom.

Every time the teacher asked questions to the students, they could answer it immediately. It seemed that the students were not afraid or shy in expressing their ideas and opinions. During this activity, the teacher balanced the interaction

between the teacher and the students, as well as between the teacher and the whole class.

3. Interaction between a student and another student

The interaction between a student and another student happens in the bilingual class at SMPN 1 Prambanan was not maximized. Most of the students used *Bahasa* Indonesia when they were interacting with the other students. For example, when the students asked about the material, they used *Bahasa* Indonesia because they were shy to use English with the other students. The interaction between the student and students were happened when the students were chatting or telling about their experience to the others. In most cases, the students used *Bahasa* Indonesia or Javanese. They were afraid if the words they used were wrong when they used English. They used English only when the teacher gave some tasks that required the use of English. For example, in conversation that practices with the others in front of the class.

4. Interaction between the student and the material

Interactions happen between the students and the materials when the teacher explained the materials and when the teacher gave assignments to the students. When the teacher explained the material, the students should write it in their books. This is because the explanation that was given by the teacher was very important for the students. When the teacher gave some assignments to the students, they were very enthusiastic to do that. They did the assignment very

seriously. When they were confused about the material they usually asked to the teacher. In teaching and learning process in bilingual class the teacher used many kinds of materials, for example the packet book from the school, *LKS* book, and also the material that were copied by the teacher. The teacher used copies material when they do some exercises or when the textbook and *LKS* book were finished.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The result of “the analysis of classroom interaction in the bilingual class at SMPN 1 Prambanan in the discussion of chapter IV can be concluded as follows:

1. The classroom interactions occurring in the English teaching and learning process in bilingual class are interaction between the teacher and students, interaction between the teacher and a student, interaction between a student and another student, and interaction between the student and the materials.
2. The dominant classroom interaction in the English teaching and learning process in the bilingual class at SMPN 1 Prambanan is the interaction between the teacher and students.

B. Implications

1. The study shows that the classroom interaction among the teacher and students of SMPN 1 Prambanan had a positive influence to create effective communication among the teacher and the students. In addition, the interactions motivated the students to improve their achievement. Interaction can also be a means for the teacher to evaluate their teaching's activities; whether it is effective or not. The aim of this activity can be reached completely. It implies the better relationship between the teacher

and the students so that both of them can share with each other for better collaboration in the teaching and learning process.

2. The teacher can improve the quality of teaching and learning process through interactions. When the interaction has a high quality, it is very possible that the process of effective and efficient English teaching and learning will appear. Such an English teaching and learning process may support the quality of students' learning achievement.

C. Suggestions

1. To other researchers
 - a. To find the new theories for accommodating in interaction analysis in English teaching and learning.
 - b. To conduct another research dealing with interaction in teaching and learning process and to make some efforts to improve the classroom interaction.
2. To the teacher
 - a. The teacher should use other techniques in the teaching and learning process to improve the student and student interaction in the classroom. For example, by using other interactive media to communicate with the students in order to be able to evaluate their teaching and plan what she would do for better teaching learning process later.

b. The teacher should give more support and motivation to the students to use English to interact with other students.

3. To the students

The students should be more active in English when they interact with the other students. By maximizing the use of English, the students will be more familiar in using English. As a result, they will be motivated to join and involve themselves actively in any activities in the teaching and learning process.

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Observation # 1

Class : 7A **Time : 11.30 am**
Day : Monday, May 2 2011

Teacher : Good morning students?
 Students : Good morning ma'am
 Teacher : How are you today?
 Students : I am fine thank you and you?
 Teacher : I am fine too
 How is absent today?
 Students : Yusup
 Teacher : Yusup he or she?
 Students : He
 Teacher : Okay, Do you bring your packet book?
 Students : Yes
 Teacher : Okay I will ask to Dea
 Where do you study?
 Dea : I am study in SMPN 1 Prambanan
 Teacher : Okay good. Next I have a question everyone can answer it.
 What is the room in the school?
 Students : Class, laboratory, library, teacher office, headmaster office,
 canteen
 Teacher : Do you know the definition of the class?
 Students : Class is place for study in the school
 Teacher : Now how many laboratory you have?
 Students : Six
 Teacher : Okay six mention it
 Students : Biology, computer, two languages laboratory, social laboratory,
 chemistry laboratory
 Teacher : What is the function of laboratory?
 Students : To do some experiment
 Teacher : How many library do you have?
 Students : One
 Teacher : Do you understand what I say?
 Students : Yes
 Teacher : Okay next do you bring this book? Open page 124
 I want to ask Anita
 What is dialogue about?
 Anita : Library the function of library
 Teacher : Okay I give you five minutes to understand it! Okay
 Students : Okay
 Teacher : Have you finished understanding the dialogue?
 Students : Yes
 Teacher : Okay who was in the library?
 Students : Dewi has

Teacher : Write in your book!
Students : Okay
Teacher : Next how is the library?
Students : It is very big and a lot of new book
Teacher : How many books are there?
Students : There are some English books
Teacher : How many other languages are there?
Students : There are some Dutch books and a few books in other languages
Teacher : Any other kinds of book in the library?
Students : There are many kinds of magazine and tabloid, and also newspapers
Teacher : Okay good the time is up.
Thanks for your attention
Good bye
Students : Good bye

Observation # 2

Class : 7A **Time : 09.30 am**
Day : Wednesday, May 4 2011

Teacher : Good morning students?
 Students : Good morning ma'am
 Teacher : How are you today?
 Students : I am fine thank you and you?
 Teacher : I am fine too
 Who is absent today?
 Students : Nothing
 Teacher : Today is the last lesson because on Friday all of you will get the
 test of this semester. Today we will do exercises to prepare the
 examination on Friday.
 Are you ready?
 Students : Yes
 Teacher : Okay today is about the kinds of text.
 How many kinds of text?
 Students : Six
 Teacher : Six? I think you know about this and you know that is in every
 day you can find this.
 Okay have you finish to write it have you ready?
 Students : Yes
 Teacher : They are type of reading the functional about notice text.
 Do you know notice?
 Students : Yes
 Teacher : Notice and then short meassage, the second one is short message.
 And then the third is announcement.
 Sudah finish?
 Do you know announcement? What is announcement?
 Students : Pengumuman
 Teacher : Short message
 Do you know the kind of short message?
 Students : Yes
 Teacher : Okay next and then greating card, greating card ya for example
 who can make the greating card for me? For example,
 congratulation for?
 Students : Congratulation for your
 Teacher : For your?
 Students : Conggratulation for you success
 Teacher : For?
 Students : Conggratulation for your success for the winner on the last test in
 this semester
 Teacher : Okay and then short English

- Do you know short English?
- Students : Yes
- Teacher : Okay on your LKS book, and then in comprehension II number 20 until 22 notice, number 23 until 25 is announcement is an essay. And then in writing number 36 until 40 about announcement is multiple choices. Okay
- Students : Yes
- Teacher : Paham gak yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?
- Students : Ya
- Teacher : Descriptive text.
Do you know about descriptive text?
- Students : Yes
- Teacher : What is does means of descriptive text? Help me
You answer!
- Student : Text that purpose to describe someone or something
- Teacher : Okay and then the next genre is procedure text.
Do you know what the does it means of procedure text is?
Tell about something what?
- Students : Steps to do something for example cooking
- Teacher : Okay you can study on your LKS book.
Next this is the excercises you can put it one by one.
Number 1 until number 5 in the piece of paper
- Students : Yah
- Teacher : This is Bu Amin has if it is Bu Anik has I will give to you.
Because it is Bu Amin has you must back it.
Okay number 1!
- Students : Sebentar bu
- Teacher : Number one until number five just the answer
- Students : Indro is a newspaper and then a teacher b girl gitu bu?
- Teacher : No what is the answer for example a, b, c, or d just the answer.
Okay?
- Students : Okay
- Teacher : Okay keep silent please!
Have you finished?
Okay number one
- Students : Indro is newspaper boy
- Teacher : Indro is a newspaper boy
And then number two
- Students : He delivers newspaper to different houses everyday
- Teacher : He delivers
Next number three
- Students : He has about thirty magazines in his neighborhood
- Teacher : He has about thirty magazines

- Students : Okay good next how it is means in Indonesia? Translate it for me!
 : Indro seorang tukang koran. Dia mengantarkan Koran ke rumah-rumah yang berbeda setiap hari. Dia mempunyai sekitar 30 pelanggan koran yang tetangga-tetangganya
- Teacher : Okay next number four Anisa
 Anisa : Now the government doesn't permit people to hunt the rare animals, like komodo, cendrawasih.
- Teacher : To hunt
 Next number five you!
- Student : Those animals must be protected so that they are not extinct
 Teacher : Must be protected
 Okay that number one until five, next number six until ten. Okay?
- Students : Okay
 Teacher : Okay have you finished number six until number ten?
 Students : Yes
 Teacher : Okay number six Caesar
 Caesar : Amin: Are you thirsty, Lidia?
 Lidia: No, but I am hungry. I want to eat now
- Teacher : I am hungry
 Okay good!
 Okay next number seven Fahri what is number seven Fahri?
- Fahri : Amin: What about you, Mia?
 Mia: I feel tired, so I want to sleep
- Teacher : I want to sleep
 Okay good!
 Next translate in Indonesia what it is means?
- Students : Amin: Apakah kamu haus , Lidia?
 Lidia: Tidak, tetapi aku lapar. Aku ingin makan sekarang
 Amin: Bagaimana denganmu Mia?
 Mia: Aku merasa capek sekali jadi aku ingin segera tidur
- Teacher : Okay next number eight Dewi
 Dewi : In Indonesia, many people like to read Kompas. It is the newspaper
- Teacher : It is the newspaper
 Okay good!
 Next number nine is you!
- Student : It has many readers
 Teacher : It has many readers
 Okay next number ten is you!
- Student : They read about health, entertainment, sport. With almost 40 pages. Kompas is very thick.
- Teacher : Kompas is very thick
 Okay good!
 Next Meta translates it in Indonesia for me!

- Meta : Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal.
- Teacher : Okay good!
Next is number eleven until number fifteen
Do you know Mount Krakatau?
- Students : Yes
- Teacher : Mount Krakatau is an active?
- Students : Volcano
- Teacher : Okay next you ! what is your name? you?
- Students : Anggita
- Teacher : Yes, you
- Anggita : It is located in Sunda strait, between Sumatera and Java
- Teacher : It is located in Sunda strait
Okay next Ryan!
- Ryan : It erupted in 1883
- Student : Has erupted
- Teacher : It has erupted in 1883
Kenapa paki has? Why used has?
- Students : Karena sampai sekarang masih
- Teacher : Okay next number fourteen
Thousand people?
- Students : Died
- Teacher : Thousands of people died at the calamity
Okay next number fifteen until number twenty
- Students : Waktunya habis bu
- Teacher : Sudah bel?
- Students : Ya sudah
- Teacher : Okay forget to study and give the exercises back to me
- Students : Okay ma'am
- Teacher : Anggita don't forget to submit the tasks to the teacher office!
- Student : Okay ma'am
- Teacher : Okay class thank you for your attention good bye
- Students : Good bye
- Teacher : Good luck for your examination
- Students : Thank you

Reduced Data

| No | Observation # 1 | Interaction |
|-----------|---|------------------------------|
| 1. | Teacher : Good morning students? Students : Good morning mom | The teacher and the students |
| 2. | Teacher : How are you today? Students : I am fine thank you and you? | The teacher and the students |
| 3. | Teacher : I am fine too Who is absent today? Students : Yusup | The teacher and the students |
| 4. | Teacher : Yusup he or she? Students : He | The teacher and the students |
| 5. | Teacher : Okay, Do you bring your packet book? Students : Yes | The teacher and the students |
| 6. | Teacher : Okay, I will ask to Dea Where do you study? Dea : I am study in SMPN 1 Prambanan | The teacher and a student |
| 7. | Teacher : Okay good. Next I have a question everyone can answer it. What is the room in the school? Students : Class, laboratory, library, teacher office, headmaster office, canteen | The teacher and the students |
| 8. | Teacher : Do you know the definition of the class? Students : Class is place for study in the school | The teacher and the students |
| 9. | Teacher : Now how many laboratory you have? Students : Six | The teacher and the students |
| 10. | Teacher : Okay...six mention it Students : Biology, computer, two languages laboratory, social laboratory, chemistry laboratory | The teacher and the students |
| 11. | Teacher : What is the function of laboratory? Students : To do some experiment | The teacher and the students |
| 12. | Teacher : How many libraries do you have? Students : One | The teacher and the students |

| | | | |
|-----|-------------------------|--|------------------------------|
| 13. | Teacher Students | : Do you understand what I say? : Yes | The teacher and the students |
| 14. | Teacher Anita | : Okay, next do you bring this book? Open page 124 I want to ask Anita What is dialogue about? : Library the function of library | The teacher and a student |
| 15. | Teacher Students | : Okay, I give you five minutes to understand it! Okay : Okay | The teacher and the students |
| 16. | Teacher Students | : Have you finished understanding the dialogue? : Yes | The teacher and the students |
| 17. | Teacher Students | : Okay, who was in the library? : Dewi has | The teacher and the students |
| 18. | Teacher Students | : Write in your book! : Okay | The teacher and the students |
| 19. | Teacher Students | : Next how is the library? : It is very big and a lot of new book | The teacher and the students |
| 20. | Teacher Students | : How many books are there? : There are some English books | The teacher and the students |
| 21. | Teacher Students | : How many other languages are there? : There are some Dutch books and a few books in other languages | The teacher and the students |
| 22. | Teacher Students | : Any other kinds of book in the library? : There are many kinds of magazine and tabloid, and also newspapers | The teacher and the students |
| 23. | Teacher Students | : Okay good the time is up. Thanks for your attention Good bye : Good bye | The teacher and the students |

Reduced Data

| No | Observation # 2 | Interaction |
|----|--|------------------------------|
| 1. | Teacher : Good morning students? Students : Good morning mom | The teacher and the students |
| 2. | Teacher : How are you today? Students : I am fine thank you and you? | The teacher and the students |
| 3. | Teacher : I am fine too Who is absent today? Students : Nothing | The teacher and the students |
| 4. | Teacher : Today is the last lesson because on Friday all of you will get the test of this semester. Today we will do exercises to prepare the examination on Friday. Are you ready? Students : Yes | The teacher and the students |
| 5. | Teacher : Okay, today is about the kinds of text. How many kinds of text? Students : Six | The teacher and the students |
| 6. | Teacher : Six? I think you know about this and you know that is in every day you can find this. Okay, have you finish to write it have you ready? Students : Yes | The teacher and the students |
| 7. | Teacher : They are type of reading the functional about notice text. Do you know notice? Students : Yes | The teacher and the students |

| | | | |
|-----|---------------------|---|------------------------------|
| 8. | Teacher Students | : Notice and then short message, the second one is short message. And then the third is announcement. Sudah finish? Do you know announcement? What is announcement? : Pengumuman | The teacher and the students |
| 9. | Teacher Students | : Short message Do you know the kind of short message? : Yes | The teacher and the students |
| 10. | Teacher Students | : Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For example, congratulation for? : Congratulation for your | The teacher and the students |
| 11. | Teacher Students | : For your? : Congratulation for your success | The teacher and the students |
| 12. | Teacher Students | : For? : Congratulation for your success for the winner on the last test in this semester | The teacher and the students |
| 13. | Teacher Students | : Okay and then short English Do you know short English? : Yes | The teacher and the students |
| 14. | Teacher Students | : Okay on your LKS book, and then in comprehension II number 20 until 22 notice, number 23 until 25 is announcement is an essay. And then in writing number 36 until 40 about announcement is multiple choices. Okay : Yes | The teacher and the students |
| 15. | Teacher | : Paham gak yes... yes... nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilihan ganda. Paham? | The teacher and the students |

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|-----|----------|---|------------------------------|
| | Students | : Ya | |
| 16. | Teacher | : Descriptive text. Do you know about descriptive text? | The teacher and the students |
| | Students | : Yes | |
| 17. | Teacher | : What is does means of descriptive text? Help me You answer! | The teacher and the students |
| | Student | : Text that purpose to describe someone or something | |
| 18. | Teacher | : Okay and then the next genre is procedure text. Do you know what the does it means of procedure text is? Tell about something what? | The teacher and the students |
| | Students | : Steps to do something for example cooking | |
| 19. | Teacher | : Okay you can study on your LKS book. Next this is the excercises you can put it one by one. Number 1 until number 5 in the piece of paper | The teacher and the students |
| | Students | : Yah | |
| 20. | Teacher | : This is Bu Amin has if it is Bu Anik has I will give to you. Because it is Bu Amin has you must back it. Okay number 1! | The teacher and the students |
| | Students | : Sebentar bu | |
| 21. | Teacher | : Number one until number five just the answer | The teacher and the students |
| | Students | : Indro is a newspaper and then a teacher b girl gitu bu? | |
| 22. | Teacher | : No what is the answer for example a, b, c, or d just the answer. Okay? | The teacher and the students |
| | Students | : Okay | |
| 23. | Teacher | : Okay, keep silent please! Have you finished? Okay number one | The teacher and the students |
| | Students | : Indro is newspaper boy | |
| 24. | Teacher | : Indro is a newspaper boy And then number two | The teacher and the students |
| | Students | : He delivers newspaper to | |

| | | | |
|-----|---------------------|--|------------------------------|
| | | different houses everyday | |
| 25. | Teacher Students | : He delivers Next number three : He has about thirty magazines in his neighborhood | The teacher and the students |
| 26. | Teacher Students | : He has about thirty magazines Okay good next how it is means in Indonesia? Translate it for me! : Indro seorang tukang koran. Dia mengantarkan Koran ke rumah-rumah yang berbeda setiap hari. Dia mempunyai sekitar 30 pelanggan koran yang tetangga-tetangganya | The teacher and the students |
| 27. | Teacher Anisa | : Okay next number four Anisa : Now the government doesn't permit people to hunt the rare animals, like komodo, cendrawasih | The teacher and a student |
| 28. | Teacher Student | : To hunt Next number five you! : Those animals must be protected so that they are not extinct | The teacher and a student |
| 29. | Teacher Students | : Must be protected Okay that number one until five, next number six until ten. Okay? : Okay | The teacher and the students |
| 30. | Teacher Students | : Okay have you finished number six until number ten? : Yes | The teacher and the students |
| 31. | Teacher Caesar | : Okay number six Caesar : Amin: Are you thirsty, Lidia? Lidia: No, but I am hungry. I want to eat now | The teacher and a student |
| 32. | Teacher Fahri | : I am hungry Okay good! Okay, next number seven Fahri what is number seven Fahri? : Amin: What about you, Mia? Mia: I feel tired, so I want to Sleep | The teacher and a student |
| 33. | Teacher | : I want to sleep Okay good! Next translate in Indonesia | The teacher and the students |

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|-----|-------------------------|--|------------------------------|
| | Students | <p>what it is means? : Amin: Apakah kamu haus , Lidia? Lidia: Tidak, tetapi aku lapar. Aku ingin makan sekarang Amin: Bagaimana denganmu Mia? Mia: Aku merasa capek sekali jadi aku ingin segera tidur</p> | |
| 34. | Teacher Dewi | <p>: Okay, next number eight Dewi : In Indonesia, many people like to read Kompas. It is the newspaper</p> | The teacher and a student |
| 35. | Teacher Student | <p>: It is the newspaper Okay good! Next number nine is you! : It has many readers</p> | The teacher and a student |
| 36. | Teacher Student | <p>: It has many readers Okay next number ten is you! : They read about health, entertainment, sport. With almost 40 pages. Kompas is very thick.</p> | The teacher and a student |
| 37. | Teacher Meta | <p>: Kompas is very thick Okay good! Next Meta translates it in Indonesia for me! : Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal.</p> | The teacher and a student |
| 38. | Teacher Students | <p>: Okay good! Next is number eleven until number fifteen Do you know Mount Krakatau? : Yes</p> | The teacher and the students |
| 39. | Teacher Students | <p>: Mount Krakatau is an active? : Volcano</p> | The teacher and the students |
| 40. | Teacher | : Okay next you! What is your | The teacher and the |

| | | | |
|-----|---------------------------------|---|------------------------------|
| | Students | name? you? : Anggita | students |
| 41. | Teacher Anggita | : Yes, you : It is located in Sunda strait, between Sumatera and Java | The teacher and a student |
| 42. | Teacher Ryan | : It is located in Sunda strait Okay next Ryan! : It erupted in 1883 | The teacher and a student |
| 43. | Student Teacher Students | : Has erupted : It has erupted in 1883 Kenapa paki has? Why used has? : karena sampai sekarang masih | The teacher and the students |
| 44. | Teacher Students | : Okay next number fourteen Thousand people? : Died | The teacher and the students |
| 45. | Teacher Students | : Thousands of people died at the calamity Okay next number fifteen until number twenty : Waktunya habis bu | The teacher and the students |
| 46. | Teacher Students | : Sudah bel? : Ya sudah | The teacher and the students |
| 47. | Teacher and give Students | : Okay don't forget to study the exercises back to me : Okay mam | The teacher and the students |
| 48. | Teacher Students | : Okay class thank you for your attention good bye : Good bye | The teacher and the students |
| 49. | Teacher Students | : Good luck for your examination : thank you | The teacher and the students |

Reduced Data

| No | Interaction | Activity |
|----|---|---------------------------|
| 1. | Interaction between the teacher and students | |
| | A. Pre-teaching | |
| | 1) Teacher : Good morning students? Students : Good morning ma'am | Greeting |
| | 2) Teacher : How are you today? Students : I am fine thank you and | Asking students condition |

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|--|--|---|
| | <p>Teacher : you? : I am fine too</p> | |
| | <p>3) Teacher : Who is absent today? Students : Yusup Teacher : Yusup he or she? Students : He</p> | Checking students' attendance |
| | <p>4) Teacher : Today is the last lesson because on Friday all of you will get the test of this semester. Today we will do exercises to prepare the examination on Friday. Are you ready? Students : Yes 5) Teacher : Okay today is about kinds of text. How many kinds of text? Students : Six</p> | Telling the materials that will be learnt by the students in this meeting |
| | B. Whilst-teaching | |
| | <p>1) Researcher : <i>Apakah ibu sering siswa? (Do you memotivasi often motivate your students?)</i> Teacher : <i>Kalau saya lihat nilai ulangan jelek saya kasih tahu, kamu gak les ya? Diluar les ya tambahan meskipun di sekolah les gitu itu menurut saya sudah memotivasi. Saya memberi tugas untuk belajar dirumah atau saya suka, begini anak pintar saya suruh duduk dengan anak yang bodo biar ketularan rajinmu gitu saya (If I see</i></p> | Motivating the students |

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| | <p>the score is bad, I ask do you join the tutorial lesson? After school, you must join the tutorial lesson. I think I have given motivation. I give some assignment, to study at home, or I like this, I order the clever student sits with uncles student so that he or she can be diligent like the clever student).</p> | |
| | <p>2) Teacher : Next number three Students : He has about thirty magazines in his neighborhood Teacher : He has about thirty magazines Ok good...next, how it is means in Indonesia? Translate it for me!</p> | Rewarding the students |
| | <p>3) Teacher : Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For example, congratulation for? Students : Congratulation for your Teacher : For your? Students : Congratulation for you success Teacher : For? Students : Congratulation for your success for the winner on the last test in this semester</p> | Helping the students learn the material |
| | C. Post-teaching | |

| | | |
|----|---|---|
| | <p>1) Teacher : Okay don't forget to study and give the exercises back to me</p> <p>Students : Okay ma'am</p> | Motivating or asks the students to study |
| | <p>2) Teacher : Okay class thank you for your attention good bye</p> <p>Students : Good bye</p> | Ending the lesson |
| 2. | Interaction between the teacher and a student | |
| | <p>A. Pre-teaching</p> <p>Teacher : Please, would you like to take my English book in the teacher's office?</p> <p>Student : Okay ma'am</p> | The teacher ordered a student to take over the book |
| | B. Whilst-teaching | |
| | <p>1) Teacher: Kompas is very thick. Okay good!</p> <p>Next, Meta, translate it in Indonesia for me!</p> <p>Meta : <i>Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal. (In Indonesia, many people like to read Kompas. It is a kind of newspaper. It has many readers. The people read about health, entertainment, sport with almost 40 pages. Kompas is very thick.)</i></p> | Discussing the material |

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|--|--|---|
| | <p>2) Teacher : It is the newspaper Okay good! Next number nine is you!</p> <p>Student : It has many readers</p> | Evaluating based on random technique |
| | <p>3) Researcher : Kalau acak dengan urutan tempat duduk suka yang mana?(Do you prefer to answer randomly or based on the students seat?)</p> <p>Student 1 : Suka yang urutan tempat duduk nanti bisa ngitung bisa siap gitu(I prefer to choose based on students' seat because we can count so we can ready to answer)</p> <p>Student 2 : Suka yang urutan soalnya kalau gak bisa kan hitung tanya ke teman dulu (I prefer to choose based on students' seat because we can asked to the other friends)</p> | Evaluating based on students' seat |
| | <p>4) Researcher : Kalau dalam menjawab soal, guru nyuruh anak buat maju atau gimana? (In answering the question, does the teacher ask the students to go forward?)</p> <p>Student 3 : Kalau rame bisa langsung ditunjuk, kalau belum hafal pakai absen (If the students make some noise, we can be pointed, if the teacher has not</p> | Evaluation based on students' attention |

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| | memorized yet, the teacher uses attendance list). | |
| | <p>C. Post-teaching</p> <p>Teacher : Anggita don't forget to submit the tasks to the teacher office!</p> <p>Student : Okay ma'am</p> | The teacher ordered one student to bring the book or the task to the teacher office. |
| 3. | Intearction between student and student | |
| | A. Pre-teaching | Chatting with each other or asking about something |
| | B. Whilst-teaching | |
| | <p>1) Researcher : <i>Misal waktu guru nerangin gak paham terus tanya ke siapa?</i> (For example, when the teacher explains the material and you do not understand yet, then with whom do you ask?)</p> <p>Student : <i>Ke teman</i> (to friend)</p> <p>Researcher : <i>Pakai bahasa apa?</i>(What language do you use?)</p> <p>Student : <i>Bahasa Indonesia</i> (Indonesian)</p> <p>Researcher : <i>Kenapa gak pakai bahasa Inggris?</i>(Why do not you use English?)</p> <p>Student : <i>Ya malu gitu takut salah</i> (I feel shy if I make mistake)</p> | Discussing the material |
| | 2) Researcher : Pernah gak praktek ngomong bahasa | Practicing English |

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|----|---|--|
| | <p>inggris sama teman? (Have you ever practiced English conversation with your friend?)</p> <p>Student : Ya kadang kalau disuruh pakai inggris ya inggris (Yes sometimes, if the teacher asked me to use English)</p> <p>Researcher : Biasanya bentuknya apa aja? (In what form do you usually use?)</p> <p>Student : Biasanya nyanyi lagu-lagu inggris atau dibentuk kelompok-kelompok, suruh percakapan sama teman pakai bahasa inggris (we usually sing English song or in group work, ordered to make conversation in English with the other friends)</p> | |
| | 3) Post-teaching | Chatting with each other or asking about something |
| 4. | Interaction between students and the material | |
| | A. Pre-teaching | Prepare the book for study, or prepare the homework in the last meeting |
| | B. Whilst-teaching | |
| | <p>Researcher : <i>Dalam nerangin materi bu Anik biasanya cuma lisan atau sambil nulis di papan tulis?</i> (In explaining the material, Mrs. Anik usually uses oral explanation or writes in the whiteboard?)</p> <p>Student : <i>Ya tinggal liat sikon kalau materi sulit enakan ditulis dipapan tulis kalau materi gampang lisan juga gak apa-apa</i> (It depends on the situation, if the material is</p> | Listen when oral explanation and write the material when written explanation |

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|--|--|---|
| | <p>difficult, she writes it in the whiteboard, but if the material is easy she uses oral explanation)</p> <p>Researcher : <i>Yang di tulis di papan tulis biasanya di catet gak?kenapa?</i>(When the teacher writes in the whiteboard, do you write it in your book? Why?)</p> <p>Student : <i>Di catet, kan penting tar kalau lupa bisa buka catatan</i> (Yes, I write it because it is important when I forget it I can open my book).</p> | |
| | C. Post-teaching | Some of student closes the book and there also some student that read again the material that was written in her or his book. |

Interview transcript

Interview 1

Nama : Anggita

Kelas : VII A

Tanggal : 13 Mei 2011

Jam : 10.00

Disusun jam : 15.00

Researcher : Namanya siapa?

Student : Anggita

Researcher : Anggita suka bahasa Inggris gak?

Student : yes I like

Researcher : kenapa masuk kelas bilingual?

Student : karena saya ingin bisa memperdalam bahasa inggris supaya bisa lancar berbahasa Inggris dan mutu disekolah ini lebih bagus dibandingkan dengan sekolah lain di daerah sini

Researcher : kalau syarat-syarat yang ingin masuk bilingual itu ada gak?

Student : ada, harus bisa berbahasa inggris, dikelas aktif pokoknya mampu mengikuti pelajaran, rata-rata nilai raport harus lebih dari 7

Researcher : kalau di kelas suka aktif gak?

Student : yes

Researcher : jika guru ngasih salam di jawab gak?

Student : jawab

Researcher : kenapa jawab salam guru?

Student : karena biar tali silaturahmi terjalin biar akrab

Researcher : kalau guru gak ngasih salam gimana?

Student : ya kita ngasih salam ke gurunya

Researcher : senang salam yang sekedar rutinitas atau menurut situasi?

Student : lebih baik menurut situasi

Researcher : dalam menyampaikan materi guru langsung neramgin, ngasih contoh atau gimana?

Student : kadang langsung nerangin materi atau pakai kuis dulu

Researcher : kalau nerangin materi pakai bahasa apa?

Student : bahasa Inggris

Researcher : kalau ada yang kurang jelas bertanya gak?

Student : bertanya

Researcher : tanyanya pakai bahasa apa?

Student : ya bahasa Inggris

Researcher : dalam nerangin materi bu Anik biasanya cuma lisan atau sambil nulis di papan tulis?

Student : kalau materi gampang biasanya lisan tapi kalau agak banyak ditulis di papan tulis

Researcher : Yang di tulis di papan tulis biasanya di catet gak?

Student : di catet

Researcher : pernah gak bu Anik nyuruh maju nulis jawaban di papan tulis

Student : ya pernah

Researcher : itu bermanfaat gak?

- Student* : ya kita jadi bisa tahu jawaban teman kita terus kita nanti saling membenarkan
- Researcher* : terus bu Anik waktu nunjuk untuk mengerjakan atau jawab soal caranya biasanya gimana?
- Student* : kadang acak, urut absen terus urut bangku juga
- Researcher* : suka yang mana? kenapa?
- Student* : yang acak karena kalau urut bangku yang urutan selanjutnya bisa tanya ke teman jadinya gak punya pengalaman
- Researcher* : kalau pas ditunjuk tetapi gak bisa jawab guru sering bantu gak?
- Student* : sering bantu
- Researcher* : kalau jawaban benar sering dikasih pujian gak?
- Student* : ya paling cuma tepuk tangan
- Researcher* : nah kalau jawabannya salah gimana?
- Student* : ya paling cuma dibenerin aja
- Researcher* : kalau gak bisa atau belum jelas nanya ke siapa?
- Student* : ke guru dan temen
- Researcher* : lebih enak tanya ke siapa?
- Student* : ke temen
- Researcher* : terus pakai bahasa apa?
- Student* : kadang bahasa Inggris kadang bahasa Indonesia
- Researcher* : terus interaksi sama teman selain nanya kalau gak tahu dan praktek ngomong itu ada lagi gak?
- Student* : cerita aja kayak pengalaman atau masalah
- Researcher* : pakai bahasa apa?
- Student* : bahasa jawa
- Researcher* : sebelum pindah ke materi selanjutnya bu Anik biasanya nanya gak udah paham belum gitu gak?
- Student* : ya tanya
- Researcher* : terus bu Anik gimana?
- Student* : bu Anik ngulang lagi tambah memperjelas dan tambah latihan soal lagi
- Researcher* : waktu mengerjakan latihan biasanya bu Anik cuma di depan atau keliling?
- Student* : suka keliling
- Researcher* : terus missal waktu keliling itu ada yang tanya bu Anik jawabnya untuk satu anak itu yang tanya atau gimana?
- Student* : jawabnya untuk satu kelas jadi biar semua tahu
- Researcher* : kalau LCD yang ada dikelas itu digunakan gak?
- Student* : ya sering digunakan tapi kalau bu Anik lum bisa pakai jadi ya kalau pas pelajaran matematika, IPA dan TIK aja

Interview 2**Nama : Anita****Kelas : VII A****Tanggal : 13 Mei 2011****Jam : 10.00****Disusun jam : 15.00***Researcher : namanya siapa?**Student : Anita**Researcher : suka bahasa inggris gak? kenapa?**Student : ya, menyenangkan aja pelajarannya semakin dipelajari semakin menarik semakin sulit semakin menantang**Researcher : kalau dikelas suka aktif gak?**Student : ya lumayan**Researcher : kalau guru ngasih salam itu jawab gak? Kenapa?**Student : ya biar guru simpatik sama saya**Researcher : la kalau guru gak ngasih salam gimana?**Student : ya ngasih senyum aja**Researcher : dalam menyampaikan materi guru langsung neramgin, ngasih contoh atau gimana?**Student : ya diterangin dulu, contoh soal lalu baru latihan**Researcher : pakai bahasa apa?**Student : inggris tapi kadang Indonesia missal kita gak paham gak mudeng gitu nanti jadi bingung kan lum canggih**Researcher : kalau ada yang kurang jelas bertanya gak?**Student : ya tanya kalau gak tanya anti cuma kependem**Researcher : tanyanya pakai bahasa apa?**Student : ya kalau bisa bahasa Inggris kalau gak bisa ya bahasa Indonesia**Researcher : pernah gak praktek ngomong bahasa inggris sama teman?**Student : ya kadang kalau disuruh pakai inggris ya inggris**Researcher : biasanya bentuknya apa aja?**Student : biasanya nyanyi lagu-lagu inggris atau dibentuk kelompok-kelompok, suruh percakapan sama teman pakai bahasa inggris**Researcher : dalam nerangin materi bu Anik biasanya cuma lisan atau sambil nulis di papan tulis?**Student : ya tinggal liat sikon kalau materi sulit enakan ditulis dipapan tulis kalau materi gampang lisan juga gak apa-apa**Researcher : Yang di tulis di papan tulis biasanya di catet gak?kenapa?**Student : di catet, kan penting tar kalau lupa bisa buka catatan**Researcher : pernah gak bu Anik nyuruh maju nulis jawaban di papan tulis**Student : ya pernah**Researcher : itu bermanfaat gak?**Student : bermanfaat kita kan jadi berani maju nulis dipapan tulis, ngomong inggris itu kan bisa melatih keberanian kita gitu**Researcher : kalau jawab soal yang acak dan urut bangku lebih suka yang mana?**Student : acak, kalau acak lebih menantang saya harus siap gitu*

- Researcher* : waktu mengerjakan latihan biasanya bu Anik cuma di depan atau keliling?
Student : suka keliling ngecek ini dah benar belum bisa atau gak
Researcher : kalau ada yang belum bisa gimana?
Student : Tanya ke anak itu mana yang belum bisa terus biasanya diterangin lagi lalu ditanya lagi siapa yang belum bisa gitu
Researcher : kalau gak bisa atau belum jelas nanya ke siapa?
Student : kadang-kadang kalau temannya gak bisa suruh ngasih tau bu Anik sendiri biar lebih jelas lagi
Researcher : lebih enak tanya ke siapa?
Student : enakan sama guru lebih jelas
Researcher : sebelum pindah ke materi selanjutnya bu Anik biasanya nanya gak udah paham belum gitu gak?
Student : selalu anya sudah bisa apa belum gitu

Interview 3

Nama : Vita Wulandari

Tanggal : 13 Mei 2011

Kelas : VII A

Jam : 10.00

Disusun jam : 15.00

- Researcher* : namanya siapa?
Student : Vita Wulandari
Researcher : suka bahasa inggris gak?
Student : ya sedikit-sedikit
Researcher : kalau dikelas suka aktif gak?
Student : ya agak sering
Researcher : kalau guru ngasih salam itu jawab gak? Kenapa?
Student : ya jawab sebagai tanda penghormatan
Researcher : dalam menyampaikan materi guru langsung nerangin, ngasih contoh atau gimana?
Student : latihan dulu pakai percakapan bahasa Inggris
Researcher : paham gak dengan intruksi guru?
Student : sering paham
Researcher : misal waktu guru nerangin gak paham terus Tanya ke siapa?
Student : ke teman
Researcher : pakai bahasa apa?
Student : kalau sama teman kadang pakai bahasa inggris kadang pakai bahasa Indonesia tapi kalau tanya sama guru pakai bahasa inggris
Researcher : Yang di tulis di papan tulis biasanya di catet gak? kenapa?
Student : di catet, kan penting yak arena itu sebagai ilmu buat kita
Researcher : pernah gak bu Anik nyuruh maju nulis jawaban di papan tulis
Student : ya pernah
Researcher : itu bermanfaat gak?
Student : bermanfaat seandainya kita gak tahu kita jadi tahu gitu
Researcher : kalau pas ditunjuk tetapi gak bisa jawab guru sering bantu gak?

- Student* : sering bantu
Researcher : kalau jawaban benar sering dikasih pujian gak?
Student : ya sering memberi pujian kayak good-good gitu
Researcher : kalau jawab soal yang acak dan urut bangku lebih suka yang mana?
Student : acak, kalau acak lebih adil
Researcher : waktu mengerjakan latihan biasanya bu Anik cuma di depan atau keliling?
Student : suka keliling ngecek ini dah benar belum bisa atau gak, tahu ciri-ciri anak tersebut
Researcher : terus misal waktu keliling itu ada yang tanya bu Anik jawabnya untuk satu anak itu yang tanya atau gimana?
Student : jawabnya untuk seluruh kelas jadi biar semua tahu
Researcher : misal waktu guru nerangin gak paham terus tanya ke siapa?
Student : ke teman
Researcher : pakai bahasa apa?
Student : bahasa Indonesia
Researcher : kenapa gak pakai bahasa Inggris?
Student : ya malu gitu takut salah

Interview 4

Nama : Dewi
Kelas : VII A

Tanggal : 13 Mei 2011
Jam : 10.00
Disusun jam : 15.00

- Researcher* : namanya siapa?
Student : Dewi
Researcher : Dewi suka bahasa inggris gak?
Student : suka
Researcher : kalau dikelas suka aktif gak?
Student : ya lumayan kalau di kasih pertanyaan suka jawab kalau suruh buat kalimat suka maju
Researcher : kalau guru ngasih salam itu jawab gak? Kenapa?
Student : ya jawab kan kita ditanya ya harus jawab nanti kita gantian bertanya gitu
Researcher : pernah gak guru gak ngasih salam?
Student : ya pernah nanti kita ingetin
Researcher : pakai bahasa apa?
Student : bahasa Inggris
Researcher : dalam menyampaikan materi guru langsung nerangin, ngasih contoh atau gimana?
Student : latihan dulu , lalu dijelasin dikasih contoh baru jawab soal
Researcher : pakai bahasa apa?
Student : bahasa Inggris

- Researcher* : kalau gak paham gimana?
Student : nanti kalau gak paham dijelasin lagi pakai bahasa Indonesia
Researcher : Yang di tulis di papan tulis biasanya di catet gak?kenapa?
Student : di catet biar gak lupa
Researcher : lebih suka yang mana penjelasan lisan saja atau lisan sambil nulis dipapan tulis?
Student : lebih jelas sambil nulis dipapan tulis
Researcher : bermanfaat gak?
Student : sangat bermanfaat jadi lebih nudeng
Researcher : kalau jawab soal yang acak dan urut bangku lebih suka yang mana?
Student : acak, soalnya kalau urut bangku bisa tanya ke teman
Researcher : kalau pas ditunjuk tetapi gak bisa jawab guru sering bantu gak?
Student : sering bantu kalau gak temannya yang membantu
Researcher : kalau dalam penjelasan gak paham tanyanya ke siapa?
Student : ke teman dulupakai bahasa indonesia kalau teman gak paham baru ke guru karena kalau sama teman sudah akrab
Researcher : kenapa kok gak pakai bahasa Inggris?
Student : kadang takut kalau salah-salah ngomong bahasa inggris
Researcher : interaksi sama teman selain tanya soal ada gak?
Student : ya paling cuma bercanda aja
Researcher : sebelum pindah ke materi selanjutnya bu Anik biasanya nanya gak udah paham belum gitu gak?
Student : ya tanya sudah paham belum
Researcher : pakai bahasa apa:
Student : ya bahasa Inggris
Researcher : kenapa masuk kelas bilingual?
Student : pengen tambah pengetahuan kita jadi tambah wawasan
Researcher : syarat-syarat masuk bilingual apa aja?
Student : melalui tes tertulis matematika, IPA yang pakai bahasa inggris terus wawancara pakai bahasa inggris juga

Interview 5

Nama : Nurita dan Zakiya

Kelas : VII A

Tanggal : 13 Mei 2011

Jam : 10.00

Disusun jam : 15.00

- Researcher* : namanya siapa?
Student 1 : Nurita
Student 2 :Zakiya
Researcher : suka bahasa Inggris gak?
Student 1 : suka
Student 2 : suka juga
Researcher : kenapa suka?

- Student 1* : ya enak aja kalau dipelajari
Student 2 : ya mungkin bahasa Inggris itu kan bahasa internasional ya buat besok mencari pekerjaan
Researcher : kalau dikelas suka aktif gak?
Student 1 : aktif
Student 2 : aktif
Researcher : kalau guru ngasih salam jawab gak?kenapa?
Student 1 : jawab ya pengen aja jawab
Student 2 : ya jawab untuk bersosialisasi aja dan lagian salam kan harus dijawab
Researcher : pernah gak guru lupa gak ngasih salam? Terus gimana?
Student 1 : ya muridnya yang ngasih salam duluan pakai bahasa Inggris
Student 2 : ya muridnya ngasih salam
Researcher : dalam menyampaikan materi guru langsung neramgin, ngasih contoh atau gimana?
Student 1 : ya pertama nerangin dulu, kasih contoh gimana caranya baru praktekin
Student 2 : langsung diterangin baru kasih soal-soal
Researcher : terus neranginnya pakai bahasa apa?
Student 1 : bahasa Inggris
Student 2 : bahasa Inggris tapi misal ada kata-kata yang kita gak paham di jelasin pakai bahasa Indonesia
Researcher : terus kalau gak paham sering tanya gak?pakai bahasa apa?
Student 1 : ya sering kadang pakai inggris kadang pakai Indonesia
Student 2 : ya banyak yang tanya pakai bahasa inggris
Researcher : lebih senang mana dijelasin lisan aja atau sambil nulis dipapan tulis?
Student 1 : sebenarny dua-duanya kalau lisan kadang gak jelas kata-katanya
Student 2 : sambil nulis dipapan tulis karena lebih jelas
Researcher : kalau sambil nulis dipapan tulis sering dicatet gak?
Student 1 : dicatet biar inget kalau ada ulangan
Student 2 : suruh dicatet sama bu guru biar gak lupa
Researcher : kalau dalam menjawab soal guru nyuruh anak buat maju atau gimana?
Student 1 : muridnya disuruh nulis dipapan tulis atau kalau gak bergilir
Student 2 : ya paling yang ditanya itu yang rame atau yang tidak mendengarkan
Researcher : kalau ada anak yang disuruh jawab maju nulis didepan tulis bermanfaat gak?
Student 1 : bermanfaat besok-besuk lagi kalau disuruh kedepan biar gak grogi
Student 2 : bermanfaat biar lebih jelas gitu
Researcher :kalau yang acak atau urut bangku ada gak? Suka yang mana?
Student 1&2 : acak kakau urut bangku enakan yang duduk terakhir nanti gak dapat soal

- Researcher* : waktu ngerjain soal biasanya bu Anik didepan atau sambil keliling?
Student 1&2 : keliling nanti kakau ada yang gak bisa dikasih tahu
Researcher : waktu bu Anik keliling ada yang tanya biasanya bu Anik jawabnya hanya untuk anak itu atau gimana?
Student 1&2 : untuk satu kelas
Researcher : kalau belum jelas gimana?
Student 1 : tanya ke teman atau diterangin lagi
Student 2 : tanya ke guru
Researcher : enakan tanya ke teman atau ke guru?pakai bahasa apa?
Student 1 : ke guru pakai bahasa inggris
Student 2 : enakan sama guru karena guru wawasannya lebih luas penjelasan lebih jelas,untuk bahasa ya tergantung kalau bisa inggris ya pakai inggris kalau gak bisa inggris ya Indonesia
Researcher : kalau bisa jawab soal biasanya dikasih pujian gak?
Student 1 : ya kadang
Student 2 : gak
Researcher : terus missal gak bisa jawab gimana?
Student 1 : ya paling suruh tanya ke temannya dan disuruh belajar lagi
Student 2 : ya udah gak apa-apa tapi sering bisa kalau dengerin materinya

Interview 6

Nama : Hutami, Risa dan Nuraeni.S

Kelas : VII A

Tanggal : 13 Mei 2011

Jam : 10.00

Disusun jam : 15.00

- Researcher* : namanya siapa?
Student 1 : Hutami
Student 2 : Risa
Student 3 : Nuraeni Setyaningrum
Researcher : suka bahasa Inggris gak?
Student 1 : suka
Student 2&3 : suka juga
Researcher : kenapa suka?
Student 1 : ya kadang sulit kadang gampang jadi ya suka aja
Student 2 : menarik buat dipelajari
Student 3 : bahasa inggris tu enak dipelajari
Researcher : kalau dikelas suka aktif gak?
Student 1 : ya aktif
Student 2 : ya kadang-kadang
Student 3 : ya kadang-kadang ka nada yang lebih pintar
Researcher : kalau guru ngasih salam jawab gak?kenapa?
Student 1 : ya jawab
Student 2 : ya jawab kan dikasih salam harus dijawabkalau pagi-pagi ya kayak good morning, good afternoon

- Student 3* : ya jawab itu kewajiban kalau kita dikasih salam kita harus jawab
Researcher : kalau disuruh jawab pertanyaan gimana?
Students : ya kalau bisa ya dijawab
Researcher : kalau gak bisa gimana?
Student 1 : ya dengerin yang bisa aja
Student 2&3 : Tanya ke guru atau ke teman
Researcher : dalam menyampaikan materi guru langsung neramgin, ngasih contoh atau gimana?
Students : ya diterangin nanti ada contoh soal kalau sudah nanti ada latihan
Researcher : terus pakai bahasa apa?
Students : bahasa inggris
Researcher : kalau belum paham suka tanya gak? pakai bahasa apa?
Students : kadang bahasa inggris kadang bahasa Indonesia
Researcher : nanayanya kesiapa?
Students : kadang ke teman kadang ke guru
Researcher : lebih senang mana dijelasin lisan aja atau sambil nulis dipapan tulis?
Student 1 : sebenarny dua-duanya biar lebih mudeng
Student 2 : suka yang nulis dipapan tulis lebih jelas
Student 3 : sambil nulis sambil diterangin
Researcher : kalau sambil nulis dipapan tulis sering dicatet gak?
Student 1 : dicatet ya kan penting buat yang akan datang
Student 2 : dicatet biar gak lupa
Student 3 : dicatet agar punya catatan bisa dipelajari dirumah
Researcher : kalau ada anak yang disuruh jawab maju nulis didepan tulis bermanfaat gak?
Student 1 : bermanfaat melatih keberanian
Student 2 : bermanfaat kalau gak tahu jadi tahu
Student 3 : bermanfaat bisa mencatat yang belum tahu
Researcher : kalau dalam menjawab soal guru nyuruh anak buat maju atau gimana?
Student 1&2 : kadang urut tempat duduk
Student 3 : kalau rame bisa langsung ditunjuk, kalau belum hafal pakai absen
Researcher : kalau acak dengan urut tempat duduk suka yang mana?
Student 1 : suka yang urut tempat duduk nanti bisa ngitung bisa siap gitu
Student 2 : suka yang urut soalnya kakau gak bisa kan hisa tanya ke teman dulu
Student 3 : langsung tunjuk biar siap terus
Researcher : kalau jawab benar sering dikasih pujian gak?
Student 1 : gak dikasih pujian
Student 2 : jarang dikasih pujian
Student 3 : ya dikasih pujian biar semangat
Researcher : kalau jawabannya salah?
Student 1 : kalau salah disorakin teman
Student 2 : gak bisa jawab ya cuma dikasih tahu yang benar
Student 3 : ya nanti dikasih tahu sama bu Anik

- Researcher* : kalau bahas soal guru sering membantu gak?
Students : ya bantu ditanyain kalau soalnya kayak gitu jawabannya gimana gitu
- Researcher* : kalau ada yang tanya guru jawabnya untuk anak itu saja atau untuk satu kelas?
Students : untuk satu kelas
- Researcher* : kalau interaksi sama teman bias any pakai bahasa apa?
Student 1&2 : bahasa Indonesia
Student 3 : pakai bahasa jawa
Researcher : kenapa kok gak pakai bahasa inggris?
Student 1&3 : gak apa-apa ada kata-kata yang gak tahu
Student 2 : ya gak biasa aja jadi gimana gitu
- Researcher* : bentuk interaksi sama teman misalnya apa aja?
Student 1 : nanya soal gimana caranya, rumus-rumus gitu
Student 2&3 : ya kayak kerja keompok missal nanti ada soal terus contoh dulu nanti praktek percakapan sama temannya gitu

Interview 7**Nama : Caesar, Ryan dan Yuda****Kelas : VII A****Tanggal : 13 Mei 2011****Jam : 10.00****Disusun jam : 15.00***Researcher : namanya siapa?**Student 1 : Caesar**Student 2 : Ryan**Student 3 : Yuda**Researcher : suka bahasa inggris gak?**Students : suka**Researcher : kenapa suka?**Student 1 : asyik buat belajar**Student 2 : karena menarik buat dipelajari**Student 3 : bisa menegetahui artinya**Researcher : kalau dikelas suka aktif gak?**Student 1 : aktif**Student 2&3 : kadang-kadang**Researcher : kenapa aktif?**Student : untuk tambah-tambah nilai**Student 2&3 : ya gak apa-apa**Researcher : kalau guru ngasih salam jawab gak?**Students : jawab**Researcher : kenapa jawab?**Student 1 : yak an salam itu kan artinya saling mendoakan**Student 2&3 : karena salam kan harus dijawab**Researcher : guru kalau masuk ke materi ngasih contoh soal dulu atau nerangin dulu?**Students : nerangin dulu**Researcher : kalau belum paham suka nanya gak?**Students : tanya**Researcher : pakai bahasa apa?**Student 1 : bahasa inggris**Student 2&3 : bahasa indonesia**Researcher : pernah tanya sama teman gak? Pakai bahasa apa?**Students : pernah pakai bahasa Indonesia**Researcher : kenapa?**Student 1 : ya gak apa-apa kan sama teman**Student 2&3 : kadang-kadang temannya gak bisa bahasa inggris**Researcher : enakan tanya sama guru atau sama teman?**Students : ya dua-duanya sama gurun dan sama teman juga**Researcher : lebih senang mana dijelasin lisan aja atau sambil nulis dipapan tulis?**Student 1 : lisan karena kalau nulis kadang-kadang gak memperhatikan**Student 2 : lisan karena lebih mudah dipahami*

- Student 3* : nulis karena lebih mengerti dan bisa buat belajar dirumah
Researcher : kalau sambil nulis dipapan tulis sering dicatet gak?
Students : dicatet buat belajar dirumah
Researcher : guru kalau nyuruh jawab soal biasanya caranya gimana urut absen atau gimana?
Students : kadang urut kadang acak
Researcher : suka yang mana?
Student 1 : acak biar gak bisa harus jawab
Student 2 : acak karena kalau mau jawab gak usah nunggu
Student 3 : urut karena bisa tanya temannya dulu
Researcher : guru sering tanya kabar atau sering memotivasi gak?
Students : ya sering nanya kabarnya gimana gitu memotivasi juga
Researcher : kalau ngerjain latihan guru suka keliling gak?
Students : ya sering muter-muter sering ditanya-tanya waktu nuter-muter
Researcher : kalau waktu muter ada yang tanya guru jawabnya hanya untuk anak itu atau gimana?
Students : untuk satu kelas
Researcher : dalam pembahasan soal guru sering membantu gak?
Students : sering membantu
Researcher : kalau bisa jawab soal sering dikasih pujian gak?
Students : kadang-kadang kasih pujian
Researcher : kalau gak bisa jawab gimana?
Student 1 : ganti teman yang lain yang mejawab
Student 2 : kadang suruh bantu teman
Student 3 : kalau gak bisa ya malu
Researcher : interaksi sama teman ada gak? pakai bahasa apa?
Student 1 : main kuis secara kelompok pakai bahasa inggris
Student 2 : pernah percakapan pakai bahasa inggris didepan kelas
Student 3 : pernah dibagi kelompok untuk praktik bahasa inggris
Researcher : kenapa masuk kelas bilingual?
Student 1 : ya enak aja ruangan dan gurunya
Student 2 : ya cuma nyoba aja
Student 3 : ya pengen aja masuk bilingual beda
Researcher : kelebihan kelas bilingual ada gak?
Students : ya fasilitasnya, perlengkapan kelas pokoknya sarana dan prasarananya lebih bila dibandingkan kelas regular
Researcher : misalnya apa aja?
Students : kipas angin dan AC, LCD dan computer, karpet, loker, kamera CCTV
Researcher : kalau pembelajaran lab bahasa sama gak?
Students : sama kan yang ngajar dari LEC guru Cuma bantu aja

Interview 8

Nama : Anik Soedjarwati, A.Md **Tanggal** : 20 Juni 2011
Jam : 09.00
Disusun jam : 18.00

Researcher : kalau ibu mau pelajaran atau waktu masuk kelas ibu biasanya ngasih salam gak bu?

Teacher : ya of course tentu pasti itu tapi ya tergantung good morning atau good afternoon gitu

Researcher : tujuan ibu memberi salam ke anak-anak apa bu?

Teacher : gimana ya kalau itu wajib karena melatih disiplin membiasakan anak berbahasa Inggris untuk menghormati guru kayak good morning, good afternoon

Researcher : bahasa yang ibu gunakan bahasa apa bu?

Teacher : bahasa inggris

Researcher : pembicaraannya biasanya berkembang gak bu?

Teacher : ya kadang saya tanya yang lain ada PR atau gimana kabarnya gitu

Researcher : sebelum masuk ke materi pokok ibu biasanya ada semacam reinforment ke siswa gak bu?

Teacher : ya ada sedikit

Researcher : biasanya bentuk kegiatannya apa bu?

Teacher : biasa mengulang pelajaran yang kemarin dan kadang mencari vocab yang menuju ada hubungannya dengan materi yang kita ajarkan, misalnya reading tentang my library saya kasih pertanyaan-pertanyaan tentang library disekolah ada perpustakaan, what is the function of library? Seperti itu

Researcher : biasanya ibu memberikan oral explanation atau dengan sedikit menulis dipapan tulis?

Teacher : kalau saya jelaskan dulu lalu saya tulis kan gak semua anak pintar ada anak yang bisa nyantol di otaknya kadang anak yang paling bawah itu harus ditulis, ditunjukkan biar nyantol diotaknya

Researcher : ibu menyuruh mencatat gak?

Teacher : mencatat mbak kalau saya member materi ya harus dicatat kadang-kadang saya rangkumkan dari LKS saya suruh tulis dibuku tulis, nanti itu harus kamu punya. Saya piker-piker kalau buku tulis itu gak mungkin dibuang tapi kalau LKS itu habis semesteran langsung dibuang padahal banyak yang harus kit abaca kadang-kadang suruh ini dirangkum sedikit masukkan bukunya gitu

- Researcher* : jika anak mengerjakan latihan ibu mengawasi dengan keliling dari meja ke meja atau gimana?
- Teacher* : mengawasi sambil keliling ngecek kalau ada yang salah saya kasih tahu ini salah gitu
- Researcher* : saat keliling ada yang bertanya ibu jawabny keras-keras atau hanya untuk siswa yang bertanya saja?
- Teacher* : jawab untuk keseluruhan, kalau ada yang bertanya saya ungkapkan ke anak lain artinya apa ini gitu
- Researcher* : siswa nangkap gak dengan arahan yang ibu berikan
- Teacher* : o...ya jelas
- Researcher* : antusias anak biasanya saat jauh apa dekat bu?
- Teacher* : jauh dekat tetap antusias kok kalau kelas A itu bagus aktif kok anaknya
- Researcher* : apakah ibu sering memotivasi siswa?
- Teacher* : kalau saya lihat nilai ulangan jelek saya kasih tahu kamu gak les ya? Diluar les ya tambahan meskipun disekolah les gitu itu menurut saya sudah memotivasi. Saya member tugas untuk belajar dirumah atau saya suka begini anak pintar saya suruh duduk dengan anak yang bodo biar ketularan rajinmu gitu saya
- Researcher* : jika memberi pujian pernah gak bu?
- Teacher* : of course, pasti itu good-good, you are a good student gitu saya biasanya
- Researcher* : terus reaksi siswa gimana bu?
- Teacher* : o...ada yang bengok-bengok, thankyou gitu
- Researcher* : dengan memberikan pujian pada siswa yang menjawab benar ibu lakukan itu menumbuhkan percaya diri siswa gak bu?
- Teacher* : ya tentu saja mereka jadi berlomba-lomba ingin menjawab pokoknya jadi lebih berani menjawab
- Researcher* : waktu jawab latihan atau soal ada siswa yang jawab tapi salah terus reaksi ibu gimana?
- Teacher* : salah! tanya temannya gimana benarnya baru saya tulis dipapan tulis
- Researcher* : kalau menunjuk siswa itu ibu biasanya secara acak tau gimana bu?
- Teacher* : kalau saya acak kadang-kadang kalau saya ingat namanya kalau bisa saya ratakan
- Researcher* : itu meningkatkan atensi anak ke pelajaran gak bu?
- Teacher* : ya itu benar meningkatkan atensi siswa
- Researcher* : sejauh pengamatan ibu ada gak interaksi antar siswa yang muncul tanpa inisiasi dari ibu?
- Teacher* : ya jelas
- Researcher* : bahasa yang biasa siswa gunakan bahasa apa bu dalam berinteraksi tersebut?
- Teacher* : kadang-kadang saya suruh pakai bahasa inggris kalau gak ya kebanyakan pakai bahasa Indonesia

- Researcher* : pernah gak bu siswa disuruh praktik berbahasa inggris didepan kelas?
- Teacher* : ya pernah terus ini kan anak-anak dibawa ke candi praktek bicara dengan turis itu ka nada programnya 1 semester 1x dicandi dilepas bicara dengan turis. Terus 1 bulan 1x ada turis dating ke kelas untuk percakapan bertanya-tanya dengan siswa meskipun pertanyaannya ya cuma itu-itu aja namanya anak
- Researcher* : materi untuk kelas bilingual sama gak bu dengan materi kelas regular?
- Teacher* : pedoman sama tapi materi bilingual lebih banyak lebih ditingkatkan lebih dicarikan materi yang lebih menantang karena pertemuannya banyak sekali kalau buku LKS diregular belum dibilingual sudah habis kalau materi dari LKS itu anak-anak bilingual sudah pintar kalau kelas lain kita harus menerangkan kalau kelas bilingual kita ngomong sedikit mereka sudah paham memang lebih bagus kelas bilingual materi lebih banyak
- Researcher* : kalau dikelas bilingual berapa jam pelajaran bu?
- Teacher* : 5jam pelajaran itu 2jam dilab, 3jam dikelas terus les itu 4jam pelajaran
- Researcher* : kalau buku yang biasa digunakan dikelas blingual buku apa bu?
- Teacher* : banyak Yudhistira, LKS, Lila
- Researcher* : yang buku khusus bilingual gitu ada gak bu?
- Teacher* : ada bilinmgual bahasa inggris itu, tapi saya sering juga kasih fotokopian, rangkuman dari beberapa buku yang saya carikan karena paket disekolah cuma sedikit
- Researcher* : kalau kurikulum untuk kelas bilingual dengan kelas regular sama gak bu?
- Teacher* : sama tapi harusnya berbeda setelah saya ikut pelatihan RPP yang berkarakter sekolah biasa, sekolah bilingual, RSBI itu mereka berbeda karena ada tingkatannya lebih sulit lebih sulit gitu. Bilingual waktu masih awal masih ada yang pakai bahasa Indonesia tapi untuk salam dan penutup harus pakai bahasa inggris
- Researcher* : sekolah ini untuk kelas bilingual sudah berapa tahun bu?
- Teacher* : sudah 4tahun tapi saya terlibat dikelas bilingual baru 2 tahun
- Researcher* : kalau petugas yang dilab itu guru atau karyawan bu?
- Teacher* : kalau itu beda itu dari LEC jadi guru cuma damping dibelakang aja lihat bagaimana panyampaiannya misal kurang bagus ya kita minta ganti harusnya mereka kan lebih pintar dari kita kalau gak ya mending kita sendiri yang ngajar

FILED NOTE# 1

Kelas : 7A

Hari : Senin, 2 Mei 2011

Guru : Anik Soedjarwati, A.Md

Jam : 11.30

1. Peneliti datang ke sekolah jam 11.00 dan kelas mulai pukul 11.30.
2. Sebelum masuk ke kelas, guru menyapa dan berbicara dengan beberapa siswa yang masih di depan kelas
3. Suasana saat masuk kelas siswa sedikit ramai karena siswa belum duduk di tempat masing-masing
4. Siswa mulai mempersiapkan buku pelajaran bahasa inggris
5. Guru minta ijin ke peneliti untuk ke kamar kecil terlebih dahulu dan meminta peneliti untuk masuk kelas terlebih dahulu
6. Guru meminta salah satu siswa untuk mengambilkan kursi untuk peneliti
7. Guru membuka pelajaran dengan mengucapkan salam kepada para siswa
 Teacher: Good morning students?
 Students: Good morning ma'am
8. Guru menanyakan keadaan siswa dan menanyakan siapakah hari ini yang tidak masuk pada hari ini

Teacher : How are you today?

Students : I am fine thank you and you?

Teacher : I am fine too

How is absent today?

Students : Yusup

Teacher : Yusup he or she?

Students : He

9. Guru mulai bertanya kepada siswa apakah siswa membawa buku paket dan siswa menjawab dengan antusias

Teacher : Okay, Do you bring your packet book?

Students : Yes

10. Guru menyuruh ketua kelas untuk mengambil buku pelajaran yang tertinggal di meja guru

Teacher : Please, would you like to take my English book in the teacher's office?

Student : Okay ma'am

11. Guru bertanya kepada beberapa siswa tentang ruang-ruang yang ada di sekolahan dan siswa menjawab dengan antusias pertanyaan guru

Teacher : Okay I will ask to Dea
Where do you study?

Dea : I am study in SMPN 1 Prambanan

Teacher : Okay good. Next I have a question everyone can answer it.

What is the room in the school?

Students : Class, laboratory, library, teacher office, headmaster office, canteen

Teacher : Do you know the definition of the class?

Students : Class is place for study in the school

Teacher : Now how many laboratory you have?

Students : Six

Teacher : Okay six mention it

Students : Biology, computer, two languages laboratory, social laboratory, chemistry laboratory

Teacher : What is the function of laboratory?

Students : To do some experiment

Students : One

Teacher : Do you understand what I say?

Students : Yes

12. Guru meminta siswa untuk membuka buku paket halaman 124 dan mulai membahas isi dari percakapan yang ada di dalam buku dengan bertanya kepada salah satu siswa

Teacher : Okay next do you bring this book? Open page 124
I want to ask Anita
What is dialogue about?

Anita : Library the function of library

13. Guru memberi waktu kepada siswa untuk memahami percakapan yang ada di dalam buku paket

Teacher : Okay I give you five minutes to understand it! Okay

Students : Okay

14. Guru mulai membahas soal dari percakapan yang ada di dalam buku paket bersama dengan para siswa. Guru memberi pertanyaan dan siswa yang menjawab dengan antusias dan guru meminta agar siswa mencatat di dalam buku masing-masing.

Teacher : Have you finished understanding the dialogue?

Students : Yes

Teacher : Okay who was in the library?

Students : Dewi has

Teacher : Write in your book!

Students : Okay

Teacher : Next how is the library?

Students : It is very big and a lot of new book

Teacher : How many books are there?

Students : There are some English books

Teacher : How many other languages are there?

Students : There are some Dutch books and a few books in other languages

Teacher : Any other kinds of book in the library?

Students : There are many kinds of magazine and tabloid, and also newspapers

15. Karena hari ini ada lomba maka pelajaran hanya satu jam dan guru menutup kegiatan belajar mengajar hari ini dan mengucapkan salam perpisahan kepada siswa

Teacher : Okay good the time is up.

Thanks for your attention

Good bye

Students : Good bye

16. Guru keluar kelas di ikuti peneliti meninggalkan kelas untuk menuju ke ruang guru tetapi karena guru ada keperluan lomba maka peneliti minta ijin untuk pamit dan kembali ambil data pada hari rabu

Field Note#2

Kelas: 7A
2011

Hari: Rabu, 4 Mei

Guru: Anik Soedjarwati, A.Md

Jam: 09.30

1. Peneliti datang ke sekolah jam 08.00 dan menunggu guru di dalam ruang guru sambil bertanya kepada guru
2. Di dalam ruang guru aka nada rapat maka peneliti menunggu guru di luar ruangan
3. Setelah rapat dan jam pelajaran sudah akan dimulai maka guru dan peneliti segera menuju ke kelas
4. Di luar kelas masih ada siswa yang sedang makan dan guru menyuruh siswa untuk segera menghabiskan makanannya dan segera masuk ke kelas
5. Guru menyuruh salah satu siswa untuk mengambil kursi untuk peneliti duduk di belakang kelas
6. Guru mulai membuka pelajaran dengan mengucapkan salam kepada siswa

Teacher : Good morning students?
Students : Good morning ma'am
7. Guru bertanya tentang bagaimana keadaan siswa pada hari ini dan siswa menjawab dengan antusias dan bertanya siapakah hari ini yang tidak masuk

Teacher : How are you today?
Students : I am fine thank you and you?
Teacher : I am fine too
Who is absent today?
Students : Nothing
8. Guru memberitahukan kepada siswa bahwa hari ini hari terakhir pelajaran karena pada hari jumat siswa sudah tes akhir semester dan guru mebritahukan bahwa kegiatan hari ini adalah latihan soal untuk persiapan ujian

Teacher : Today is the last lesson because on Friday all of you will get the test of this semester. Today we will do exercises to prepare the examination on Friday.
Are you ready?
Students : Yes
9. Guru menjelaskan jenis-jenis teks dengan memberi pertanyaan kepada siswa dan siswa dapat menjawab pertanyaan guru

Teacher : Descriptive text.
Do you know about descriptive text?
Students : Yes
Teacher : What is does means of descriptive text? Help me
You answer!

- Student : Text that purpose to describe someone or something
 Teacher : Okay and then the next genre is procedure text.
 Do you know what the does it means of procedure text is?
 Tell about something what?
 Students : Steps to do something for example cooking
10. Guru menanyakan siswa apakah siswa sudah paham dengan penjelasan guru dan apakah siswa tahu dari kata-katayang guru ucapkan
 Teacher : Short message
 Do you know the kind of short message?
 Students : Yes
11. Dalam menjelaskan guru juga membantu siswa agar siswa dapat memahami penjelasan dengan memberikan kata-kata pancingan agar siswa dapat memberikan contoh
 Teacher : Okay next and then greating card, greating card ya for example who can make the greating card for me? For example, congratulation for?
 Students : Conggratulation for your
 Teacher : For your?
 Students : Conggratulation for you success
 Teacher : For?
 Students : Conggratulation for your success for the winner on the last test inthis semester
12. Jika siswa kurang bisa memahami guru juga menjelaskan dalam bahasa Indonesia agar siswa lebih paham tentang apa yang di ucapkan oleh guru
 Teacher : Paham gak yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?
 Studens : Ya
13. Dalam pembelajaran guru juga bertanya kepada siswa tentang apa yang sedang dibahas dan jika guru lupa namanya guru hanya menunjuk secara acak saja
 Teacher : What is does means of descriptive text? Help me
 You answer!
14. Guru menjelaskan bahwa materi yang dijelaskan bisa dipelajari dari buku LKS dan guru meminta siswa untuk menulis di dalam buku masing-masing
 Teacher : Okay you can study on your LKS book.
 Next this is the excercises you can put it one by one.
 Number 1 until number 5 in the piece of paper
15. Guru membagikan soal fotokopi kepada siswa dan dimita untuk dikembalikan karena soal itu milik bu Amin

Teacher : This is Bu Amin has if it is Bu Anik has I will give to you.
Because it is Bu Amin has you must back it.

16. Guru menjelaskan kepada siswa bagaimana cara mengerjakan soal tersebut apakah jawaban saja atau beserta soalnya

Teacher : No what is the answer for example a, b, c, or d just the answer.
Okay?

Students : Okay

17. Guru membahas soal dengan menunjuk siswa untuk menjawab soal jika guru tidak ingat nama guru menunjuk siswa berdasarkan urutan tempat duduk siswa

18. Dalam pembahasan soal siswa sangat antusias menjawab pertanyaan dari guru jadi suasana kelas sangat interaktif karena siswa berlomba-lomba untuk menjawab dan membenarkan jawaban teman yang salah

19. Selain menjawab soal guru juga meminta siswa untuk mengartikan soal dalam bahasa Indonesia

Teacher : Kompas is very thick
Okay good!
Next Meta translates it in Indonesia for me!

Meta : Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal.

20. Waktu pelajaran sudah habis guru mengakhiri pelajaran dan tidak lupa mengingatkan siswa untuk mengumpulkan tugas ke kantor guru dan belajar agar bisa mengerjakan waktu ujian semesteran

Teacher : anggita don't forget to submit the tasks to the teacher office!

Student : Okay ma'am

Teacher : Okay class thank you for your attention good bye

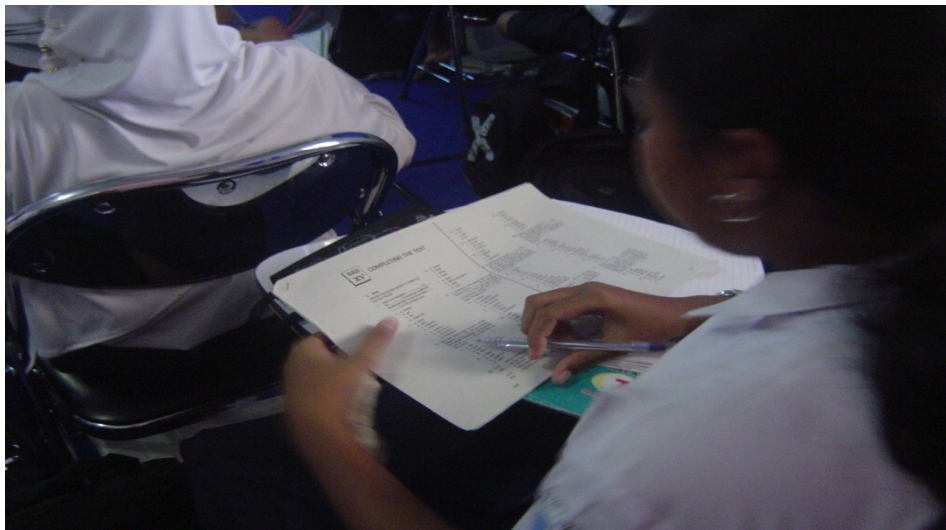
Students : Good bye

Teacher : Good luck for your examination

Students : Thank

PICTURES



















KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

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10 Jan 2011

Nomor : 1261/H.34.12/PP/V/2011
Lampiran : --
Hal : Permohonan Izin Survey/Observasi/Penelitian*)

30 Mei 2011

Kepada Yth.

Kepala Sekolah
SMP Negeri 1 Prambanan
di Prambanan

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

An Analysis of Classroom Interaction in The English Teaching and Learning Process of The Bilingual Class in The First Grade of SMP N 1 Prambanan

Mahasiswa dimaksud adalah :

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Tanggal Pelaksanaan : Bulan Mei 2011 s.d. selesai

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,



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