

A STUDY ON INTERACTION IN ENGLISH CLASSROOM AT MAN MOJOSARI – MOJOKERTO



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A common problem for an English foreign language teacher is dealing with a passive class in which the students are not responsive and avoid interaction to the teacher. That is because lack of interaction between teacher and the students. The writer is eager to analyze the interaction between a teacher and students because interaction itself can support the teaching learning process that makes it successful.

The purposes of this study were to know the kinds of interaction between a teacher and students, the teacher's problems in managing classroom interaction and the teachers' ways to solve those problems.

This study used a descriptive design. The population taken for this study were an English teacher and students of the third grade specifically IPA B class at MAN MOJOSARI – MOJOKERTO. All the population was as sample because the number of population (48 students) was less than 100 students. The instruments used in this study were questionnaire to the students, class observation and interview to the teacher.

The result of this study showed that interaction type 3 of Lindgrens' interaction was representative to be used in the classroom interaction where there was interaction and feedback between teacher and students in the class. The teachers' problems were involved in two categories: internal (personal) and external problems. First, internal problems appeared from teaching learning process, teaching media, and methods. Therefore, the teachers' solution (Problem – solving strategy) was to overcome the problems in managing classroom interaction. The teacher's strategy to overcome the unresponsive students was by behaving openly. It means that the teachers had to conduct action which was able to encourage the students' willingness to share their opinion, accept the students' strength and weaknesses, and accept the students' opinion positively. Besides, the teacher usually did not only present the material in front of the students but also invited the students to discuss that material together. Therefore, when they had difficulty or mistake, the teacher had been ready to help the students in teaching learning specifically in interaction process in the class. And second, external problems which came from students' interest in learning English were for example: that the students felt afraid, worried, and unconfident. It could be overcome by personal approach such as by asking about their interest in learning English and giving motivation to increase their ability.