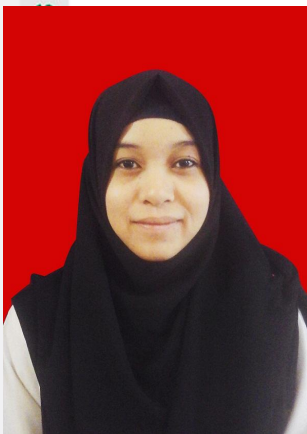


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BY

YULISMA

SIN. 11414200373

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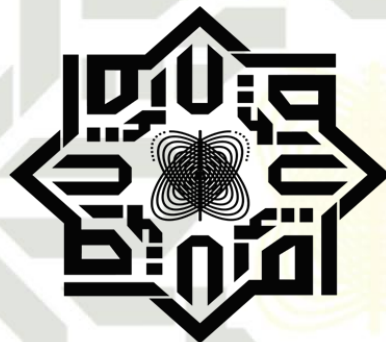
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**AN ANALYSIS ON STUDENTS' PERCEPTIONS ON
TEACHER-STUDENT CLASSROOM
INTERACTION AT SMK NEGERI
2 TANAH PUTIH**

A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S. Pd.)



UIN SUSKA RIAU

By

YULISMA

SIN. 11414200373

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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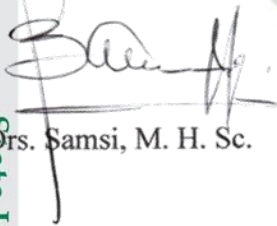
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Pekanbaru, Safar 11th, 1441 H
October 11th, 2019M

Approved by,

The Head of English
Education Department



Samsi, M. H. Sc.

Supervisor



Kurnia Budiyanti, M. Pd.

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Examination Committee,

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Dr. Bulhori, S.Pd.I., M.Pd.

Examiner II



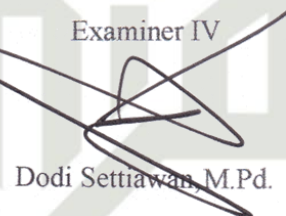
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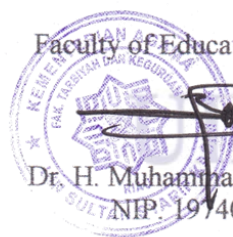
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Dean

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Dr. H. Muhammad Syaifuddin, S.Ag, M.Ag

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through His guidance and blessing, the researcher has completed academic requirement for the award of bachelor degree at the department of English education, Faculty of Education and Teacher Training of State Islamic University (UIN) of Sultan Syarif Kasim Riau.

In this occasion, the researcher would like to express the great thanks to:

1. Prof. Dr. H. Ahmad Mujahiddin, S.Ag., M.Ag., the Rector of State Islamic University of Suska Riau. Dr. Drs. H. Suryan A. Jarmah, MA., as Vice Rector I, Drs H. Promadi, MA., Ph.D., as Vice Rector III, and all staff. Thank you for kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag,M.Ag., the Dean of Faculty of Education and Teacher Training University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice Dean I, Dr. Dra. Rohani, M.Pd., the Vice Dean II, Dr. Drs. Nursalim, M.Pd., the Vice Dean III of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. Samsi Hasan, M.H.Sc., the Head of English Education Department who has given the researcher correction, suggestion, support, advice and guidance in finishing this thesis.
4. Cut Raudhatul Miski, M.Pd., the Secretary of English Education Department who has given the researcher correction, suggestion, support, advice and guidance in finishing this thesis.
5. Riri Fauzana, M.Pd., as becoming the researcher's academic supervisor, for her correction, suggestion, support, advice, and guidance in completing this thesis.

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6. Kurnia Budiyantri, M.Pd., the researcher's thesis supervisor who has given guidance, motivation and advice to the researcher for completing this thesis.
7. Dr. Bukhori, S.Pd.I., M.Pd. Zelly Putriani, M.Pd. Nuardi, M.Ed. Dodi Setiawan, M.Pd. as the researcher's examiners. Thank you for the questions, correction, suggestions, guidance and kindness in completing this thesis.
8. All Lecturers who have given their knowledge and information through the meeting in the class or personally.
9. Mardiana, S.Pd., the Headmaster of SMK Negeri 2 Tanah Putih and Amiril Mukminin, S.Pd., the English Teacher for their permissions and support during the research.
10. Researcher Parent Ayah and Omak, the heroes of writer's life who have given her support, love and care. They always given her more than they have to accomplish this thesis.
11. Researcher brothers and sisters; Zulfan, Ediza, A. Khoir, Yurnida and Salmaida, who always give her support all of the time.
12. Researcher Grandmothers Aminah who have given support, prayer and care so that the researcher can be strong in completing this thesis.
13. Researcher best friends in Rubin and Dakwah who always accompany her and give her support to Dakwah and finish this thesis as soon as possible.
14. Everyone who have helped and supported me, Thanks, all.

May Allah Almighty, the lord of universe bless you all, Aamiin. . .

Pekanbaru, October 11th, 2019

The Researcher

YULISMA
SIN. 11414200373

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ABSTRACT

Yulisma, (2019): An Analysis on Students' Perception on Teacher-Student Classroom Interaction at SMK Negeri 2 Tanah Putih.

The aim of this research is to know the students' perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih. Most of the students still have problem in classroom interaction. The researcher selected four classes from the population by using simple random sampling technique. There were 28 students as samples out of 112 students. This research is used descriptive quantitative method. In collecting the data, the researcher used questionnaires. Furthermore, the data were analyzed by using the formula to find out the percentage of students' perception on teacher-student classroom interaction and used SPSS 23.0 to find out the frequency distribution on students' perception on teacher-student classroom interaction. Finally, the result of data analysis shows that the students' perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih is (1) absorption 78.57% and (2) understand in perceptual process is 75.30%.

Keywords: *An Analysis, Students' Perception, Teacher-Student Interaction.*

ABSTRAK

Yulisma, (2019): Analisis Tentang Persepsi Siswa Terhadap Interaksi Guru-Siswa dikelas di SMK Negeri 2 Tanah Putih.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap interaksi Guru-Siswa dikelas di SMK Negeri 2 Tanah Putih. Kebanyakan dari siswa memiliki masalah dalam interaksi dikelas. Peneliti memilih empat kelas dari populasi dengan menggunakan teknik *simple random sampling*. Ada 28 siswa sebagai sampel dari 112 siswa. Penelitian ini menggunakan metode penelitian deskriptif kuantitatif. Data penelitian ini dikumpulkan melalui kuesioner. Selanjutnya, data dianalisa dengan menggunakan rumus untuk mendapatkan persentase persepsi siswa terhadap interaksi guru-siswa dikelas di SMK Negeri 2 Tanah Putih. Pada akhirnya, hasil analisa menunjukkan bahwa persepsi siswa terhadap interaksi Guru-Siswa dikelas di SMK Negeri 2 Tanah Putih adalah (1) Menyerap 78.57% dan (2) memahami dalam proses persepsi adalah 75.30%.

Kata kunci: Analisis, Persepsi Siswa, Interaksi Guru-Siswa.

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ملخص

يولسما، (٢٠١٩): تحليل إحساس التلاميذ عن تعامل المدرس - التلميذ في المدرسة الثانوية المهنية الحكومية ٢ تانه بوتته

قيم هذا البحث بالنظر إلى إحساس التلاميذ عن تعامل المدرس - التلميذ. فلذلك يهدف هذا البحث إلى معرفة إحساس التلاميذ عن تعامل المدرس - التلميذ في المدرسة الثانوية المهنية الحكومية ٢ تانه بوتته. ولهذا البحث متغير واحد لأنه بحث وصفي كمي. واختارت الباحثة أربعة فصول من مجتمع البحث باستخدام تقنية العينة العشوائية. وعدد العينة ٢٨ تلميذا معينا من ١١٢ تلميذا. وفي جمع البيانات استخدمت الباحثة الاستبيان. وفي تحليلها استخدمت تحليلا وصفيا لمعرفة النسبة المئوية إحساس التلاميذ عن تعامل المدرس - التلميذ في المدرسة الثانوية المهنية الحكومية ٢ تانه بوتته. ونتيجة تحليل البيانات تدل على أن إحساس التلاميذ عن تعامل المدرس - التلميذ في المدرسة الثانوية المهنية الحكومية ٢ تانه بوتته هو (١) الامتصاص ٧٨,٥٧٪ و (٢) الفهم ٧٥,٣٠٪.

الكلمات الأساسية: تحليل، إحساس التلاميذ، تعامل المدرس - التلميذ.

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CHAPTER I INTRODUCTION

A Background of the Problem

English is as an international language and it makes people in the world must learn the language. According to Ramelan (1992, pp. 2-3), English as an international language which is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for examples in tourism, business, science, technology, etc. By considering this statement, people from various non-English native speaker countries, including Indonesia, must learn English either as a second or as a foreign language.

Indonesia begins to use English in every aspect of life, including education field. Indonesian government made law No. 20 of 2003 on National Education Systems, "Government and/ or local government carry out at least one education unit in all educational level to be developed into internationally standard education unit." The government made this policy because high school students in Indonesia have poor ability in English. So, English becomes an obligation subject in National Education System.

Establishing that immersion, we need to have particular preparation such as the teacher's competencies (approach, method, technique, media, and material) and also learning environment, or classroom setting. There are some factors which influence the teaching learning



process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction. Harmer (2001, p. 167).

Interaction in the classroom is an essential part of teaching learning process. Interaction between teacher and students and students and students are needed in the classroom activities as a communicative approach and will be maintain interaction in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the gap between teacher and students in the classroom will disappear. So, teaching and learning process will be balance between the teacher and the students. Not only the teacher who will be active in communication, but the students also will participate in the teaching and learning process. Ellis in Tuan and Nhu's (2010, p. 30) states that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns.

According to Fawzia in Tuan and Nhu's (2010, p. 38), there are many factors influencing classroom interaction. These factors are divided into three categories; student factors, social factors and educational factors. Student factors contain student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. Social factors include the gender of students in class and nature community feelings in a group. Ashari (2018, pp. 21-24) states educational factors includes; purpose, teaching and learning activities, teaching materials, learning resources, tools, method and evaluation.

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State Vocational High School 2 Tanah Putih is one of Educational Institutions in Tanah Putih, Rokan Hilir regency which implements School Based Curriculum or *KTSP* in the process of teaching and learning English. English teaching and learning in this school is allocated for 2 meetings in a week and takes 90 minutes for a meeting. The minimum completeness criteria or *KKM* in this school for English subject is 60.

Based on the writer preliminary observation to students at Vocational High School 2 tanah Putih, some of the students were still speechless in their class. It was not only to the teacher but also to their classmates. If the teachers invited them to speak English, sometimes the teacher got their respond in Indonesian or keep silent. As it is said by Mr. Mukminin, he usually explains the material in English first and translates in Indonesian if the students look confused. When he gives information or gives instruction, he always repeated the words, so that the students understand and gives their respond. The student who gives respond were got praising word like “Good” and “Thank You”. If the students get the wrong word or pattern, of course he will correct it, if his friend starts to talk, sometimes there were ridiculos from other friends.

Based on the phenomena above, the writer finds that many students have problems with communication or interaction. But, it must be realized that interaction is very important in language learning especially in foreign languages. Some of students were still lack of interaction, some of students did not respond if the teacher gives instruction or question, sometimes their

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respond in Indonesian not English. Consequently, related to the phenomena above, the writer is interested in carrying out a research which entitle “**An Analysis on Students’ Perceptions on Teacher-Student Classroom Interaction at SMK Negeri 2 Tanah Putih**”.

B. Problem of the Research

1. Identification of the Problem

- a. Why did the students not want to ask when they do not understand?
- b. Why did the students not want to answer when the teacher asks him/her?
- c. Why did the students not want to give their respond when the teacher talk to him/her?
- d. Why did the students not want speak English when the teacher ask or talk to him/her?
- e. Why did the students not want to ask when they forgot the material?

2. Limitation of the Problem

After identifying the problem stated above, thus, the writer limited and focused on the problems research is students’ perceptions on teacher-student classroom interaction especilly in oral interaction at SMK Negeri 2 Tanah Putih.

3. Formulation of the Problem

The problem of this research are formulated in the following research questions: How is the students’ perceptions on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih?

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C. Objectives and Significance of the Research

1. Objectives of the Research

The objectives in this research are to find out and to describe the students' perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih.

2. Significance of the Research

The significance of this research are:

- a. To give information about students' perceptions on teacher-student intraction at SMK Negeri 2 Tanah Putih.
- b. To fulfill one of the requirements of S.1 Degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. Reasons of Choosing the Title

There are some reasons why the writer is interested in carrying out this research. The reasons of choosing title are:

1. The topic is relevant to the researcher as one of the students of English Education Department and to all of English teachers. So far, people seldom carry out this topic to be investigated on their research.
2. The location of this research facilitates the researcher in doing this research.



E. Definition of Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. An analysis

Analysis is a way of determining or describing something by separating it into component part, Gun (1975, p. 15). Analysis dealing with this study is a way of determining or describing the students perception on teacher-student interaction at SMK Negeri 2 Tanah Putih.

2. Students' Perceptions

According to Tubbs & Mors "Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Weintraub, Thomas and Byrnes (2015, p. 30) defined perception is the process consisting of three parts that we use to make sense of messages we encounter. We select, organize and interpret stimuli so that they make sense to us.

3. Teacher-Student Interaction

Nguyen and Phoung (2017, p. 82), Teacher-student (T-S) interaction is a model of classroom interaction in which the teacher and students can cooperate together to make the learning and teaching process become better and produce good outcomes . Thomas in Nguyen's journal, teacher-student interaction can take place between

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the teacher and the whole class, the teacher and the group of students and the teacher and an individual student. Interaction between the teacher and student is very crucial to promote students' communicative activities and also creates good classroom atmosphere during the learning process as states by Harmer and Kundu. So, teacher-student interaction is an interaction between teachers to students in the teaching-learning process. It can be seen in the communication in their class.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Students' Perceptions

a. Definition of Students' Perception

The word Perception comes from the Latin words perception, percipio, meaning “receiving, collecting, action of taking possession, apprehension with the mind or senses”. In Oxford learner’s pocket dictionary, perception is the ability to perceive something or way of looking or understanding something.

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn , Hong in Nugrahaeni (2018, p. 12). It means that students have their own opinion toward something that get from teaching learning process and how they reach toward it. Students’ perceptions are students’ point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process. Shidu in Nugrahaeni (2018, p. 12).

Various definitions of perception have been given by many theorists. Atkinson in Herinda (2017, p. 8), perception is a process

which we organize and interpret the stimuli in environment. According to Tubbs and Mors “Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations”. Rojas in her undergraduate thesis quote by Santiago’s (2017, p. 17), mentions that perception as a cognitive process is defined as a mental order tendency. Weintraub, Thomas and Byrnes (2015, p. 30) defined perception is the process consisting of three parts that we use to make sense of messages we encounter. We select, organize and interpret stimuli so that they make sense to us. Students’ perception according to Akande in Nugrahaeni (2018.p. 10), can be understood as the students’ ability to justify their own opinions and distinguish it from research being presented in the class. It could be concluded that student’s perception as psychological process to respond, understand or want to understand about certain object after receiving the stimulants from outside.

According to An-Nabhani (2001, pp. 7-8), human always regulated their behavior in daily life in accordance with their perceptions. For example, a person’s perception of the person he loves will form the opposite treatment of that person against another person he hates. Because he hatred to him. Likewise for people who

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are unknown to him, because he does not have any perception of the person. So, human behavior is closely related to the perception it has. Thus, if we want to change their behavior, there is no way except to change their perception first. The only way to change one's perceptions is to realize a correct thought. An-Nabhani also said that the rise of human depend on his thinking. So that human can rise up there must be fundamental and comprehensive change in their thinking, to be replaced with new thinking (2001, p. 8). It mean that, perception of someone comes from his/her thinking about the stimulus in brain.

An-Nabhani in Tanjung (2019, n.p.), thinking is a process to transfer a fact in brain by using five senses and information in himself/herself about it (*Ma'lumah Tsabiqah*) will used to interpret the fact. The fact or stimulus that has interpret, it says as a thingking and becomes a perception. To transfer a fact in brain, must be there some or one of the five senses that absorpable that fact. After one of five sense absorp, the fact will transfer into the brain. The brain is a tool to connect the fact with the knowledge. The capacity to connect it will effect in understad it. An-Nabhani (2012, p. 12).

Based on that thingking process, can be concluded that to take a perception, there are four components that must be there. They are a fact, five senses, brain and information/knowledge in himself/herself. The human perception is based on their knowledge

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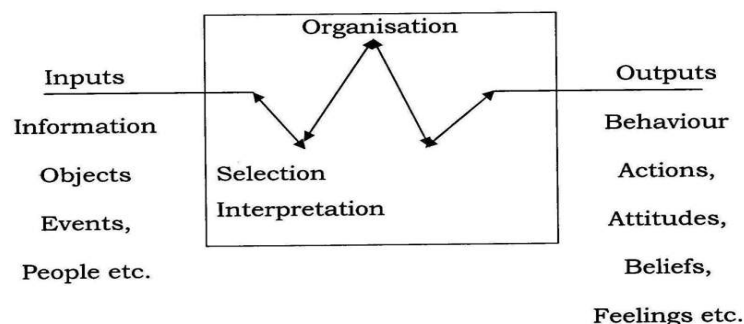
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about the fact. So that the students' perception is based on how many knowledge or how good their knowledge about the fact.

Our perception of an event is a personal interpretation of information from our own perspective. Our perceptions are often the result of automatic processing, and while automaticity is efficient for processing much information quickly, it is not always accurate. Many faulty cognitions are automatic, involuntary, and highly plausible to the individual. So, students' perception is a thought or an opinion by students to interpret something. It can be positive or negative.

b. Perceptual Process

Perception process is a sequence of steps that involves, sequentially: selection of stimuli in the environment, organization of that information, and interpretation of those stimuli. According to Kumar in Bates (n.d. p. 53) a simplified of the perceptual process can be represented by the following diagram:

Fig. 2. 2 Perceptual Process

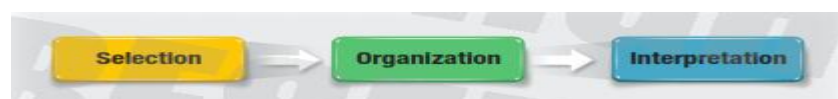
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The above model consists of a variable:

1. **Inputs** : Perceived inputs are the stimuli such as information, events, objects, etc. that are received by the perceivers.
2. **Process** : The receiver stimuli (inputs) are processed through the selection, organization & interpretation.
3. **Outputs** : The output is obtained through the processing mechanism. These outputs may be in the form of feelings, emotions, attitude, love, hatred, action etc.
4. **Behavior** : The perceived outputs are reflected in terms of behavior of an individual, the perceivers behavior, in turn generate responses from the perceived & these again give rise to a new set of inputs. Thereby the outputs become inputs & the process continues.

In the present study, input refers to information, events, people, objects, etc. that are received by the perceivers. After that, the stimuli that inputs are processed through the selection, organization & interpretation it called perception process. As stated by Weintraub, Thomas and Byrnes (2015, pp. 31-32), perception process as below:



Fict. The Perception Process



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- a. **Selection**, where we focus our attention on something and ignore other elements in the environment.
- b. **Organization**, where we form what we have received into meaningful pattern.
- c. **Interpretation**, where we attach meaning to what we have selected and organized.

So many stimulus around us, but not all of them can be absorbed by our brain. The brain will select one of them to focus its attention and the stimulus will be added and organized based on knowledge that is already there. After that, the brain can make a conclusion or interpret it.

According to Hamka in Herinda (2017, pp. 10-11), there are two indicators of perception:

1. **Absorption**, the stimulus that enters the person's brain, goes through the five senses and enters the brain, getting processed. Has become an analysis process in there, classify and organize with individual experiences before. So, absorption is individually, one of them will be different although the same stimulus that is absorbed.
2. **Understand**, the indicator that there is a perception as a result of a classification process and organization. This step is in the psychological process. The analysis result is like meaning and comprehension that is subjective and everyone is different.



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Based on indicators from Hamka above, there are two indicators in perception so that researcher used them the indicators to develop the research instrumen because the indicators are more measurable. They are absorption and understand.

2. Teacher-Student Interaction

a. Definition of Teacher-Student Interaction

Interaction is the most important in the language subject. According to Supri (2013, P. 466), one of important elements in the success in the language learning is a good interaction between teachers and students. According to Brown in Supri (2013, p. 466), interaction as the collaborative exchange thoughts, teacher feelings or ideas between two or more people, resulting reciprocal effect on each other. Balanced mutual communication help teachers indicate what students need and what students share what they really need in the teaching learning process so that the goal can be achieved. He also added foundation of the theory of interaction: automaticity, intrinsic motivation, strategic investment, risk-taking, the language-cultural connection, inter language and communicative competence.

According to Tuan and Nhu (2010, p. 30), the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction. According to Sharliz (2017, p.



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6), it can be called as teacher–student interaction if there is a communication between each other, from teacher to student, and it can be one student or more. The interaction occur in activities of when teachers’ explaining, praising, encouraging, repeating words, giving information, correcting mistakes, requesting, displaying question, giving instruction, translate in L1, and smiling.

Table II. 1
The Roles of Teacher- Student Interaction

No	Task	No	Task
1	Explaining	7	Requesting
2	Praising	8	Displaying Question
3	Encouraging	9	Giving Instruction
4	Repeating words	10	Translate in L1
5	Giving Information	11	Smiling
6	Correcting Mistakes		

In teaching learning process, teacher explains the materials to the students and checks the students understanding in the end of explaining material, or if there are students still confusing about the material. When teacher checks students’ understanding by asking “*Do you understand?*” students answer it based on their condition. Warm communication between the teacher and students made classroom situation lively. Teachers checking on students’ understanding not only by asking, but also by giving some questions related to the material. Some student could answer it correctly, but oftenly there are students could not answer the question. Teacher has to face it wisely, give a praise to the students who could answer correctly by using a simple praising like “*ok good*”, “*excellent*” and many more to make them

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happy. She gives some motivation and encourage students to makes them still enthusiasm to join the teaching learning process.

Students have a little opportunity to speak up. The interaction made by students are students' response, students' initiated, and students' confusion. The students' response about something given by the teacher, made students enhancing their speaking skill. For example, the students' response (*"Yes I do/ No, I do not"*) asking some question about the material or something else in English also make students building up their initiation. Student asks to the teacher about the types of speaking English. She has ever heard about the types of speaking English, but she is forget it and asks the teacher about that. The example of students' initiate is (*"Lha kalau R nya gak dibaca itu apa miss?"*) Although student could not get a satisfying answer, students still asks to the teacher if they have a question or express their confusing about something, for example, (*"gimana sih miss"*). The interaction between student-teacher is not as much as the interaction between teacher-student, but it shows the students' progress in their speaking skill.

Table II. 2
The Roles of Student- Teacher Interaction

No	Task
1	Respond
2	Initiation
3	Confusion

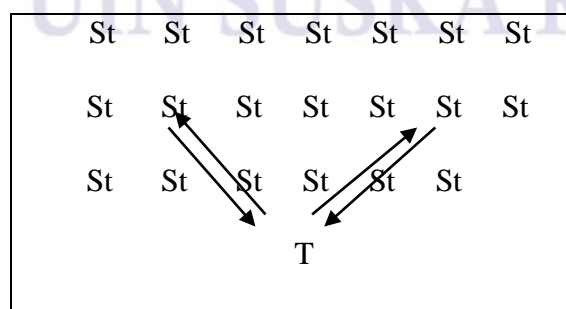
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According to Thomas In Nguyen and Phuong (2017, p. 82), teacher-student interaction can take place between the teacher and the whole class, the teacher and the group of students and the teacher and an individual student. Interaction between the teacher and student is very crucial to promote students' communicative activities and also create good classroom atmosphere during the learning process as stated by Harmer and Kundu (p. 82).

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Scrivener (Chapter 2, p. 9) made the following diagram to show clearly how the interaction happens between the teacher and the students.

Fig. 2. 1 Interaction Between Teacher and Students



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Key:

- ↗ Teacher interacts with student
- ↘ Student interacts with teacher
- St Student
- T Teacher

According to Fawzia in Tuan and Nhu (2010, p. 38), there are many factors influencing classroom interaction. These factors are divided into three categories: student factors, social factors and educational factors. Student factors contain student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. Social factors include the gender of students in class and nature community feelings in a group.

B. Relevant Research

According to Syafi'i (2016, p. 102), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting. Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research. A research was conducted by Luong Thien Nguyen, Hoang Yen Phuong (2017), the title was "*Teachers' Perceptions Towards Teacher-Student Interaction In EFL Classes*", the result of the study shows that the majority of participants had positive perceptions towards teacher-student interaction taking place in non-majored English language



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classrooms in colleges and universities in Vietnam. Other research, “*Students’ Perception Towards English for Self Expression*” Ahen (2009). He found that most of the students have positive perception toward English language. It was also found that most of them have positive perception toward English language for Self Expression course. In term of the students’ self-confident to communicate in English, more than half of them has confident to present in English in front of the public at the end of the course. Besides that, most of the students become more participate in the class activities. Moreover, they also has changed in term of their intention to enroll in the English for Self Expression course as most of them expressed their enjoyment to learn at the end of the course. Jump and Jump (2006) “*Learning academic skills online: Student perceptions of the learning process*” findings suggest that there is a fragile relationship between the perceived advantages of working collaboratively and learning so publicly and that fellow students had very little to contribute to an individual’s learning.

In others research, “*Perceptions of Teachers and Students of the Promotion of Interaction Through Task-Based Activities in CLIL*” Lopez (2014) task-based learning contributes to the creation of a cooperative and relaxed learning atmosphere, since students enjoy working with and learning new things in class. This research evaluates the perceptions of teachers and students regarding task-based learning in CLIL, but not the students’ performance. So, the concluded that positive perception toward the second language do influenced and motivated the learners to learn in the English.

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Herinda (2017) “*Hubungan Persepsi Siswa dan Sikap Siswa Kelas V Pada Mata Pelajaran PKN di SD Negeri Tegalrejo 2 Yogyakarta.*” The result is there is a positive correlation between students’ perception and students’ attitudes class V in PKn subject and categorized into high correlation because there was 0,678.

Based on the relevant researches above, there are some similarities and differences with this research. The researches are the same as saying students’ perception but different focus. In this research, the researcher focuses on Students’ perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih.

C. Operational Concept

According to Syafi’i (2016, p.103), operational concept is the shift of words used in theoretical concepts to the more operational and empirical or applicable words. Operational concept is derived from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing a research paper. The method used in this research is descriptive method, which focuses on students’ perception on teacher-student interaction in EFL Class and what factors that make their interaction is less.

Operational concept is a guidance used to avoid misunderstanding in carrying out the research. It is necessary to clarify briefly the variable used in this research. The researcher establishes some indicators about an active process of perception by Walgito in Herinda (2017, pp. 11-12), they are as

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follows: Absorption, Understand and Evaluate. Based on the phenomenon that students face in students perception on teacher-student interaction can be described as follows:

a. Absorption

- I like to listen to my teacher when he explains the material in classroom.
- I am happy when my teacher gives me a praising when I answer his question.
- I am enthusiastic in following the teaching and learning process when the teacher gives me motivation.
- I need correct error from the teacher so that I can know which one is wrong.
- I am very happy when the teacher asks me to do something.
- I like my teachers' smiling and it can increase my familiarity.
- Sometimes, I am tired of listening to the teacher when he explains in classroom.
- I fell something excessive if my teacher give me praising when I answer his quetion.
- I dislike if he asks me to do something.
- I always underestimate his smile in classroom.

b. Understand

- I feel very helpful when the teacher repeats the difficut words for me.

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- I feel that information from the teacher is something important for me.
- I feel asking question from my teacher can help me to be active and easy to remember the lesson.
- I feel that instruction from the teacher adds my vocabulary and my closeness to him.
- I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian.
- I feel there is no influence when he gives me motivation.
- I will not try to find by myself when he repeats the words that are not understood by me.
- I prefer finding by myself when I do not know something.
- I feel shy when he gives me correction about my wrong.
- I am always nervous when the teacher asks questions.
- I do not like being ordered by the teacher.
- I will not try to find out the meaning of vocabularies my self that I do not know because my teacher always translates it in Indonesian.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a descriptive quantitative. According to Lodico (2006, p. 12), descriptive quantitative research (*Descriptive survey research*) aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education (2006, p. 12). In this research, the researcher described the students' perception on teacher-student Interaction. Setyosari in Atmowardoyo (2010, p. 198), in descriptive research, the researcher only describes the phenomenon, relationship and research without giving any kinds of treatments.

The researcher investigated the students' perception on teacher-student classroom interaction. This research has one variable that is the students' perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih. Therefore, the researcher tried to analyze the students' perception on teacher-student classroom interaction at SMK Negeri 2 Tanah Putih.

B. Time and Location of the Research

This research was conducted on July 18th, 2019. The location of this research is at SMK Negeri 2 Tanah Putih on Lintas Sekeladi Street.

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C. Subject and Object of the Research

The subject of this research is the students of SMK Negeri 2 Tanah Putih. Meanwhile, the object of this research is the students' perception on teacher-student classroom interaction.

D. Population and Sample of the Research

Creswell (2012, p. 171), population is a group of individuals who have the same characteristics. The population of this research will be the students of SMK Negeri 2 Tanah Putih. The population consisted of 2 classes for the Accounting major and 2 classes for the Administration major. The total number of students is 112 students. In this research, not all population became respondents.

Table III. 1
Total Population at SMK N. 2 Tanah Putih

No	Class	Number of Students
1	X AK	36
2	X AP	37
3	XI AK	13
4	XI AP	26
Total		112 Students

Then Creswell (2012, p. 171) said that sample is a subgroup of the target population that the research plans to study for generalizing about the target population. In this research, researcher took 28 students for the sample. To collect the data, the researcher used simple random sampling.

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Simple random sampling was used to choose who students would be taken as the participant. Arikunto (2006, p.134), simple random sampling is random sampling or mixing subjects in the population so that all subjects are considered equal. Thus the researcher were gave equal rights to each subject to get the opportunity become a sample. The researcher was determined the sample in a way the names of students were written on a piece of paper, as a lottery. Then the paper was rolled up and taken randomly by the researcher, so the chosen names as the sample. Arikunto (2006, p. 134) stated that if the population is more than 100, the researcher might take the sample 10%-15% or 20%-25% of the total population. Based on Arikunto's statement, this research took 25% of the total population. And the total sample was 28 students as the sample in this research.

Table III. 2
Sample of the Research

No	Class	Number of Students
1	X AK	9
2	X AP	9
3	XI AK	3
4	XI AP	7
Total		28 Students

E. Technique of Data Collection

In order to get the data, the researcher used questionnaire to collect the data. This technique used to find out how the students' perception on teacher-student classroom interaction. According to Creswell (2012, p. 382), questionnaire is a form used in a survey design that participants in a study complete and return to the researcher, and Creswell (2012, p. 382), the

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Instrument is available in the form of question and statement, and the collecting data which consisted of a set of statements and the answers of questionnaires were available in the form of checklist.

In order to collect the data of students' perception on teacher-student interaction, the researcher adapted 22 items based on eleven roles of teacher-student classroom interaction by Sharliz (2017, p. 6). The researcher also classified the 22 items into two indicators of perception by Hamka in Herinda. They are absorption and understand.

So, the items number for the questionnaires that used in this research can be seen in the blue print below:

Table III. 3
Blue Print of Students' Perception Questionnaires

No	Dimensions	Items Number	Total
1	Absorption		
	- I like to listen to my teacher when he explains the material in classroom	1	1
	- I am happy when my teacher gives me a praising when I answer his question.	2	1
	- I am enthusiastic in following the teaching and learning process when the teacher gives me motivation	3	1
	- I need correct error from the teacher so that I can know which one is wrong	6	1
	- I am very happy when the teacher asks me to do something.	7	1
	- I like my teachers' smiling and it can increase my familiarity	11	1
	- Sometimes, I am tired of listening to the teacher when he explains in classroom.	12	1
	- I fell something excessive if my teacher give me praising when I answer his quetion.	13	1
	- I dislike if he asks me to do something	18	1
	- I always underestimate his smile in	22	1

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2	classroom		
	Understand		
	- I feel very helpful when the teacher repeat the difficult words for me	4	1
	- I feel that information from the teacher is something important for me	5	1
	- I feel asking question from my teacher can help me to be active and easy to remember the lesson	8	1
	- I feel that instruction from the teacher adds my vocabulary and my closeness to him.	9	1
	- I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian	10	1
	- I feel there is no influence when he gives me motivation.	14	1
	- I will not try to find by myself when he repeats the words that are not understood by me	15	1
	- I prefer finding by myself when I do not know something	16	1
	- I feel shy when he gives me correction about my wrong	17	1
	- I am always nervous when the teacher asks questions	19	1
	- I do not like being ordered by the teacher.	20	1
	- I will not try to find out the meaning of vocabularies my self that I do not know because my teacher always translates it in Indonesian	21	1
Total Item			22

This questionnaire is Guttman Scale (Syifa. 2013, p. 5). that used true or false, yes or no, ever or never, agree or disagree and positive or negative answers. In this thesis, the researcher use agree or disagree answers. The alternative score for positive statements is “1” for agree and

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

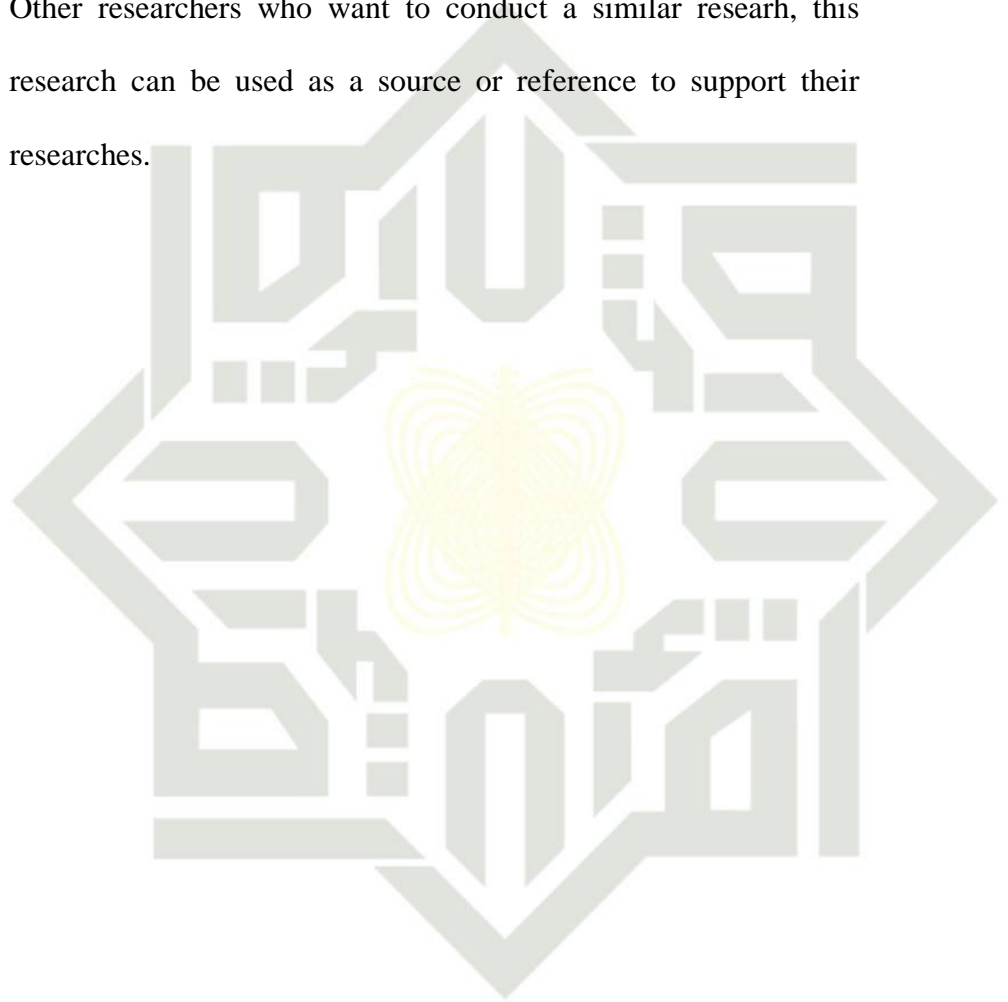
Based on the data presentation and data analysis which had been describes in previous chapter, it noticed that the average score of students' perceptions on teacher-student interactions at SMK Negeri 2 tanah Putih in absorption is 78.57% and students' understands in perceptual process is 75.30%. its mean students' perceptions on teacher-student interactions at SMK Negeri 2 tanah Putih is positive.

B. Suggestion

Based on the research findings and conclusion, the researcher would like to give same suggestions:

1. The suggestion for the teacher
 - a. The teacher should be more creative in teaching english in order to make students feel learning English is something fun.
 - b. The teacher should have a closer relationship to know the character of his students and how to motivate each of them.
2. The suggestion for the students
 - a. The students should have a big positive perception on teacher-student interaction in the classroom so that they can feel English is something fun.

- b. The students should be more active in the class so that teacher-student interactions are relevant and the teacher can help them to solve their problems.
3. The Suggestion for other researchers
 - a. Other researchers who want to conduct a similar research, this research can be used as a source or reference to support their researches.



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Blue Print of Students' Perception Questionnaire

No	Dimensions	Items Number	Total	
1	Absorption			
	- I like to listen to my teacher when he explains the material in classroom	1	1	
	- I am happy when my teacher gives me a praising when I answer his question.	2	1	
	- I am enthusiastic in following the teaching and learning process when the teacher gives me motivation	3	1	
	- I need correct error from the teacher so that I can know which one is wrong	6	1	
	- I am very happy when the teacher asks me to do something.	7	1	
	- I like my teachers' smiling and it can increase my familiarity	11	1	
	- Sometimes, I am tired of listening to the teacher when he explains in classroom.	12	1	
	- I fell something excessive if my teacher give me praising when I answer his question.	13	1	
	- I dislike if he asks me to do something	18	1	
	- I always underestimate his smile in classroom	22	1	
	2	Understand		
		- I feel very helpful when the teacher repeat the difficult words for me	4	1
- I feel that information from the teacher is something inportant for me		5	1	
- I feel asking question from my teacher can help me to be active and easy to remember the lesson		8	1	
- I feel that instruction from the teacher adds my vocabulary and my closeness to him.		9	1	
- I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian		10	1	
- I feel there is no influence when he gives me motivation.		14	1	
- I will not try to find by myself when he repeats the words that are	15	1		

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not understood by me		
- I prefer finding by myself when I do not know something	16	1
- I feel shy when he gives me correction about my wrong	17	1
- I am always nervous when the teacher asks questions	19	1
- I do not like being ordered by the teacher.	20	1
- I will not try to find out the meaning of vocabularies myself that I do not know because my teacher always translates it in Indonesian	21	1
Total Item		22

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Recapitulation of Students' Perception Questionnaires

No	Students	Absorption	Understand	Total
1	Student 1	4	8	12
2	Student 2	8	11	19
3	Student 3	7	8	15
4	Student 4	10	9	19
5	Student 5	6	8	14
6	Student 6	8	7	15
7	Student 7	10	9	19
8	Student 8	10	9	19
9	Student 9	10	9	19
10	Student 10	8	10	18
11	Student 11	8	11	19
12	Student 12	8	12	20
13	Student 13	7	10	17
14	Student 14	9	7	16
15	Student 15	8	10	18
16	Student 16	5	8	13
17	Student 17	8	9	17
18	Student 18	8	8	16
19	Student 19	8	10	18
20	Student 20	6	9	15
21	Student 21	9	9	18
22	Student 22	5	6	11
23	Student 23	10	12	22
24	Student 24	9	10	19
25	Student 25	9	9	18
26	Student 26	9	10	19
27	Student 27	7	8	15
28	Student 28	6	7	13
Total		220	253	473

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Kuesioner (Questionnaire)

Name : Julia Andriana

Class : XI Akuntansi

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Hak Cipta Dilindungi Undang-Undang

INSTRUCTION :

1. This questionnaire is written for collecting data and research purpose only.
(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitian ilmiah)
2. This questionnaire does not influence to your score.
(Angket ini tidak mempengaruhi status nilai anda)
3. You are required to give **cross (X)** for the correct answer based on yourself in some opinions: **Agree** and **Disagree**.
(Berilah tanda **silang (X)** pada jawaban yang menurut anda sesuai dengan pribadi anda berdasarkan beberapa pilihan: **Setuju** dan **Tidak Setuju**)

No	Statement (pernyataan)	Answer	
		Agree (Setuju)	Disagree (Tidak Setuju)
1	I like to listen to my teacher when he explains the material in classroom. (Saya senang mendengarkan guru saya ketika dia menjelaskan materi dikelas)	✓	X
2	I am happy when my teacher gives me a praising when I answer his question. (Saya senang ketika guru saya memberikan kalimat pujian ketika saya menjawab pertanyaannya)	✓	
3	I am enthusiastic in following the teaching and learning process when the teacher gives me motivation. (Saya antusias dalam mengikuti proses belajar mengajar ketika guru memberi saya motivasi)	✓	
4	I feel very helpful when the teacher repeat the difficult words for me. (Saya merasa sangat terbantu ketika guru mengulang-ulang kata yang sulit bagi saya)	✓	
5	I feel that information from the teacher is something important for me. (Saya merasa informasi dari guru adalah sesuatu yang penting bagi saya)	✓	
6	I need correct errors from the teacher so that I can know which one is wrong. (Saya butuh pengoreksian kesalahan dari guru agar saya bisa mengetahui mana yang salah)	✓	
7	I am very happy when the teacher asks me to do something (Saya sangat senang ketika guru meminta saya melakukan sesuatu)	✓	
8	I feel asking question from my teacher can help me to be active and easy to remember the lessons.	✓	

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang menyalin atau sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengekspansiannya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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11	(Saya merasa lontaran pertanyaan dari guru saya bisa membantu saya untuk aktif dan mempermudah mengingat pelajaran) I feel that instruction from the teacher adds my vocabulary and my closeness to him. (Saya merasa kalimat instruksi dari guru menambah kosakata saya dan kedekatan saya kepadanya)	✓	
12	I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian. (Saya merasa terbantu dalam megartikan kata ketika guru menterjemahkan kata-kata yang sulit dalam bahasa Indonesia)	✓	
13	I like my teachers' smiling and it can increase my familiarity (Saya suka senyuman guru saya dan senyuman itu akan menumbuhkan keakraban)	✓	
14	Sometimes, I am tired of listening to the teacher when he explains in classroom. (terkadang saya bosan mendengarkan guru ketika menjelaskan dikelas)	✓	
15	I feel something excessive if my teacher gives me praising when I answer his question. (Saya merasa suatu yang berlebihan jika guru saya memberi saya pujian ketika saya menjawab pertanyaannya)	✓	
16	I feel there is no influence when he gives me motivation. (Saya merasa tidak ada pengaruh ketika dia memberi saya motivasi)		✓
17	I will not try to find by myself when he repeats the words that are not understood by me. (Saya tidak akan berusaha sendiri ketika dia mengulang-ulang kata-kata yang saya tidak mengerti)	✓	
18	I prefer finding by myself when do not know about something. (Saya lebih suka mencari sendiri ketika saya tidak mengetahui tentang sesuatu)		✓
19	I feel shy when he gives me correction about my wrong. (Saya merasa malu ketika dia memberi koreksi terhadap kesalahan saya)		✓
20	I dislike if he asks me to do something (Saya tidak senang jika guru meminta saya melakukan sesuatu)		✓
21	I am always nervous when the teacher asks questions. (Saya selalu gugup ketika guru menanyakan pertanyaan)		✓
22	I do not like being ordered by the teacher. (saya tidak suka diperintahkan oleh guru)		✓
23	I will not try to find the meaning of vocabulary myself that I do not know because my teacher always translates it in Indonesian. (Saya tidak akan berusaha mencari sendiri arti kosa kata yang saya tidak tahu karena guru saya selalu menterjemahkan kedalam bahasa Indonesia)		✓
24	I always underestimate his smile in classroom. (Saya selalu menganggap remeh senyumannya dikelas)		✓

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Kuesioner (Questionnaire)

Name : MURBAITI

Class : XI AKUNTANSI

INSTRUCTION :

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- This questionnaire does not influence to your score.
(Angket ini tidak mempengaruhi status nilai anda)
- You are required to give **cross (X)** for the correct answer based on yourself in some opinions: **Agree** and **Disagree**.
(Berilah tanda **silang (X)** pada jawaban yang menurut anda sesuai dengan pribadi anda berdasarkan beberapa pilihan: **Setuju** dan **Tidak Setuju**)

No	Statement (pernyataan)	Answer	
		Agree (Setuju)	Disagree (Tidak Setuju)
1	I like to listen to my teacher when he explains the material in classroom. (Saya senang mendengarkan guru saya ketika dia menjelaskan materi dikelas)	X	
2	I am happy when my teacher gives me a praising when I answer his question. (Saya senang ketika guru saya memberikan kalimat pujian ketika saya menjawab pertanyaannya)	X	
3	I am enthusiastic in following the teaching and learning process when the teacher gives me motivation. (Saya antusias dalam mengikuti proses belajar mengajar ketika guru memberi saya motivasi)	X	
4	I feel very helpful when the teacher repeat the difficult words for me. (Saya merasa sangat terbantu ketika guru mengulang-ulang kata yang sulit bagi saya)	X	
5	I feel that information from the teacher is something important for me. (Saya merasa informasi dari guru adalah sesuatu yang penting bagi saya)	X	
6	I need correct errors from the teacher so that I can know which one is wrong. (Saya butuh pengoreksian kesalahan dari guru agar saya bisa mengetahui mana yang salah)	X	
7	I am very happy when the teacher asks me to do something (Saya sangat senang ketika guru meminta saya melakukan sesuatu)	X	
8	I feel asking question from my teacher can help me to be active and easy to remember the lessons.		

- Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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- Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1	<p>(Saya merasa lontaran pertanyaan dari guru saya bisa membantu saya untuk aktif dan mempermudah mengingat pelajaran)</p> <p>I feel that instruction from the teacher adds my vocabulary and my closeness to him.</p> <p>(Saya merasa kalimat instruksi dari guru menambah kosakata saya dan kedekatan saya kepadanya)</p>	<input checked="" type="checkbox"/>	
11	<p>I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian.</p> <p>(Saya merasa terbantu dalam megartikan kata ketika guru menterjemahkan kata-kata yang sulit dalam bahasa Indonesia)</p>	<input checked="" type="checkbox"/>	
11	<p>I like my teachers' smiling and it can increase my familiarity</p> <p>(Saya suka senyuman guru saya dan senyuman itu akan menumbuhkan keakraban)</p>	<input checked="" type="checkbox"/>	
12	<p>Sometimes, I am tired of listening to the teacher when he explains in classroom.</p> <p>(terkadang saya bosan mendengarkan guru ketika menjelaskan dikelas)</p>	<input checked="" type="checkbox"/>	
13	<p>I feel something excessive if my teacher gives me praising when I answer his question.</p> <p>(Saya merasa suatu yang berlebihan jika guru saya memberi saya pujian ketika saya menjawab pertanyaannya)</p>	<input checked="" type="checkbox"/>	
14	<p>I feel there is no influence when he gives me motivation.</p> <p>(Saya merasa tidak ada pengaruh ketika dia memberi saya motivasi)</p>	<input checked="" type="checkbox"/>	
15	<p>I will not try to find by myself when he repeats the words that are not understood by me.</p> <p>(Saya tidak akan berusaha sendiri ketika dia mengulang-ulang kata-kata yang saya tidak mengerti)</p>	<input checked="" type="checkbox"/>	
16	<p>I prefer finding by myself when do not know about something.</p> <p>(Saya lebih suka mencari sendiri ketika saya tidak mengetahui tentang sesuatu)</p>	<input checked="" type="checkbox"/>	
17	<p>I feel shy when he gives me correction: about my wrong.</p> <p>(Saya merasa malu ketika dia memberi koreksi terhadap kesalahan saya)</p>	<input checked="" type="checkbox"/>	
18	<p>I dislike if he asks me to do something</p> <p>(Saya tidak senang jika guru meminta saya melakukan sesuatu)</p>	<input checked="" type="checkbox"/>	
19	<p>I am always nervous when the teacher asks questions.</p> <p>(Saya selalu gugup ketika guru menanyakan pertanyaan)</p>	<input checked="" type="checkbox"/>	
20	<p>I do not like being ordered by the teacher.</p> <p>(saya tidak suka diperintahkan oleh guru)</p>	<input checked="" type="checkbox"/>	
21	<p>I will not try to find the meaning of vocabulary myself that I do not know because my teacher always translates it in Indonesian.</p> <p>(Saya tidak akan berusaha mencari sendiri arti kosa kata yang saya tidak tahu karena guru saya selalu menterjemahkan kedalam bahasa Indonesia)</p>	<input checked="" type="checkbox"/>	
22	<p>I always underestimate his smile in classroom.</p> <p>(Saya selalu menganggap remeh senyumannya dikelas)</p>	<input checked="" type="checkbox"/>	

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Kuesioner (Questionnaire)

Nama (Name) : TAUFIR WANDI
 Kelas (Class) : X . ADM . PERKANTORAN

INSTRUCTION :

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 (Angket ini tidak mempengaruhi status nilai anda)
3. You are required to give **cross (X)** for the correct answer based on yourself in some opinions: **Agree** and **Disagree**.
 (Berilah tanda **silang (X)** pada jawaban yang menurut anda sesuai dengan pribadi anda berdasarkan beberapa pilihan: **Setuju** dan **Tidak Setuju**)

No	Statement (pernyataan)	Answer	
		Agree (Setuju)	Disagree (Tidak Setuju)
1	I like to listen to my teacher when he explains the material in classroom. (Saya senang mendengarkan guru saya ketika dia menjelaskan materi dikelas)		✓
2	I am happy when my teacher gives me a praising when I answer his question. (Saya senang ketika guru saya memberikan kalimat pujian ketika saya menjawab pertanyaannya)	✓	
3	I am enthusiastic in following the teaching and learning process when the teacher gives me motivation. (Saya antusias dalam mengikuti proses belajar mengajar ketika guru memberi saya motivasi)	✓	
4	I feel very helpful when the teacher repeat the difficult words for me. (Saya merasa sangat terbantu ketika guru mengulang-ulang kata yang sulit bagi saya)	✓	
5	I feel that information from the teacher is something important for me. (Saya merasa informasi dari guru adalah sesuatu yang penting bagi saya)	✓	
6	I need correct errors from the teacher so that I can know which one is wrong. (Saya butuh pengoreksian kesalahan dari guru agar saya bisa mengetahui mana yang salah)	✓	
7	I am very happy when the teacher asks me to do something (Saya sangat senang ketika guru meminta saya melakukan sesuatu)		✓
8	I feel asking question from my teacher can help me to be active and easy to remember the lessons.		



	(Saya merasa lontaran pertanyaan dari guru saya bisa membantu saya untuk aktif dan mempermudah mengingat pelajaran)	✓	
	I feel that instruction from the teacher adds my vocabulary and my closeness to him. (Saya merasa kalimat instruksi dari guru menambah kosakata saya dan kedekatan saya kepadanya)	✓	
	I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian. (Saya merasa terbantu dalam megartikan kata ketika guru menterjemahkan kata-kata yang sulit dalam bahasa Indonesia)	✓	
	I like my teachers' smiling and it can increase my familiarity (Saya suka senyuman guru saya dan senyuman itu akan menumbuhkan keakraban)		✓
	Sometimes, I am tired of listening to the teacher when he explains in classroom. (terkadang saya bosan mendengarkan guru ketika menjelaskan dikelas)	✓	
	I feel something excessive if my teacher gives me praising when I answer his question. (Saya merasa suatu yang berlebihan jika guru saya memberi saya pujian ketika saya menjawab pertanyaannya)	✓	
	I feel there is no influence when he gives me motivation. (Saya merasa tidak ada pengaruh ketika dia memberi saya motivasi)	✓	
	I will not try to find by myself when he repeats the words that are not understood by me. (Saya tidak akan berusaha sendiri ketika dia mengulang-ulang kata-kata yang saya tidak mengerti)		✓
	I prefer finding by myself when do not know about something. (Saya lebih suka mencari sendiri ketika saya tidak mengetahui tentang sesuatu)	✓	
	I feel shy when he gives me correction about my wrong. (Saya merasa malu ketika dia memberi koreksi terhadap kesalahan saya)		✓
	I dislike if he asks me to do something (Saya tidak senang jika guru meminta saya melakukan sesuatu)		✓
	I am always nervous when the teacher asks questions. (Saya selalu gugup ketika guru menanyakan pertanyaan)	✓	
	I do not like being ordered by the teacher. (saya tidak suka diperintahkan oleh guru)	✓	
	I will not try to find the meaning of vocabulary myself that I do not know because my teacher always translates it in Indonesian. (Saya tidak akan berusaha mencari sendiri arti kosa kata yang saya tidak tahu karena guru saya selalu menterjemahkan kedalam bahasa Indonesia)		✓
	I always underestimate his smile in classroom. (Saya selalu menganggap remeh senyumannya dikelas)	✓	

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 Telp. (0756) 8412000, Fax. (0756) 8412001
 Email: uin@uin-suska-riau.ac.id

Kuesioner (Questionnaire)

Nama (Name) : Fitriani
 Kelas (Class) : X. A.K

INSTRUCTION :

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2. This questionnaire does not influence to your score.
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(Berilah tanda **silang (X)** pada jawaban yang menurut anda sesuai dengan pribadi anda berdasarkan beberapa pilihan: **Setuju dan Tidak Setuju**)

No	Statement (pernyataan)	Answer	
		Agree (Setuju)	Disagree (Tidak Setuju)
1	I like to listen to my teacher when he explains the material in classroom. (Saya senang mendengarkan guru saya ketika dia menjelaskan materi dikelas)	✓	
2	I am happy when my teacher gives me a praising when I answer his question. (Saya senang ketika guru saya memberikan kalimat pujian ketika saya menjawab pertanyaannya)	✓	
3	I am enthusiastic in following the teaching and learning process when the teacher gives me motivation. (Saya antusias dalam mengikuti proses belajar mengajar ketika guru memberi saya motivasi)	✓	
4	I feel very helpful when the teacher repeat the difficult words for me. (Saya merasa sangat terbantu ketika guru mengulang-ulang kata yang sulit bagi saya)	✓	
5	I feel that information from the teacher is something important for me. (Saya merasa informasi dari guru adalah sesuatu yang penting bagi saya)	✓	
6	I need correct errors from the teacher so that I can know which one is wrong. (Saya butuh pengoreksian kesalahan dari guru agar saya bisa mengetahui mana yang salah)	✓	
7	I am very happy when the teacher asks me to do something (Saya sangat senang ketika guru meminta saya melakukan sesuatu)	✓	
8	I feel asking question from my teacher can help me to be active and easy to remember the lessons.	✓	

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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11	(Saya merasa lontaran pertanyaan dari guru saya bisa membantu saya untuk aktif dan mempermudah mengingat pelajaran) I feel that instruction from the teacher adds my vocabulary and my closeness to him. (Saya merasa kalimat instruksi dari guru menambah kosakata saya dan kedekatan saya kepadanya)		
12	I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian. (Saya merasa terbantu dalam megartikan kata ketika guru menterjemahkan kata-kata yang sulit dalam bahasa Indonesia)		
13	I like my teachers' smiling and it can increase my familiarity (Saya suka senyuman guru saya dan senyuman itu akan menumbuhkan keakraban)		
14	Sometimes, I am tired of listening to the teacher when he explains in classroom. (terkadang saya bosan mendengarkan guru ketika menjelaskan dikelas)		
15	I feel something excessive if my teacher gives me praising when I answer his question. (Saya merasa suatu yang berlebihan jika guru saya memberi saya pujian ketika saya menjawab pertanyaannya)		
16	I feel there is no influence when he gives me motivation. (Saya merasa tidak ada pengaruh ketika dia memberi saya motivasi)		
17	I will not try to find by myself when he repeats the words that are not understood by me. (Saya tidak akan berusaha sendiri ketika dia mengulang-ulang kata-kata yang saya tidak mengerti)		
18	I prefer finding by myself when do not know about something. (Saya lebih suka mencari sendiri ketika saya tidak mengetahui tentang sesuatu)		
19	I feel shy when he gives me correction about my wrong. (Saya merasa malu ketika dia memberi koreksi terhadap kesalahan saya)		
20	I dislike if he asks me to do something (Saya tidak senang jika guru meminta saya melakukan sesuatu)		
21	I am always nervous when the teacher asks questions. (Saya selalu gugup ketika guru menanyakan pertanyaan)		
22	I do not like being ordered by the teacher. (saya tidak suka diperintahkan oleh guru)		
23	I will not try to find the meaning of vocabulary myself that I do not know because my teacher always translates it in Indonesian. (Saya tidak akan berusaha mencari sendiri arti kosa kata yang saya tidak tahu karena guru saya selalu menterjemahkan kedalam bahasa Indonesia)		
24	I always underestimate his smile in classroom. (Saya selalu menganggap remeh senyumannya dikelas)		

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Jurnal Ilmiah Sastra dan Humaniora UIN Suska Riau



Kuesioner (Questionnaire)

Name (Name) : Sonia

Class (Class) : XI A.D

INSTRUCTION :

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(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitian ilmiah)
2. This questionnaire does not influence to your score.
(Angket ini tidak mempengaruhi status nilai anda)
3. You are required to give **cross (X)** for the correct answer based on yourself in some opinions: **Agree and Disagree.**
Berilah tanda **silang (X)** pada jawaban yang menurut anda sesuai dengan pribadi anda berdasarkan beberapa pilihan: **Setuju dan Tidak Setuju**)

No	Statement (pernyataan)	Answer	
		Agree (Setuju)	Disagree (Tidak Setuju)
1	I like to listen to my teacher when he explains the material in classroom. (Saya senang mendengarkan guru saya ketika dia menjelaskan materi dikelas)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	I am happy when my teacher gives me a praising when I answer his question. (Saya senang ketika guru saya memberikan kalimat pujian ketika saya menjawab pertanyaannya)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	I am enthusiastic in following the teaching and learning process when the teacher gives me motivation. (Saya antusias dalam mengikuti proses belajar mengajar ketika guru memberi saya motivasi)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	I feel very helpful when the teacher repeat the difficult words for me. (Saya merasa sangat terbantu ketika guru mengulang-ulang kata yang sulit bagi saya)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I feel that information from the teacher is something important for me. (Saya merasa informasi dari guru adalah sesuatu yang penting bagi saya)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I need correct errors from the teacher so that I can know which one is wrong. (Saya butuh pengoreksian kesalahan dari guru agar saya bisa mengetahui mana yang salah)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I am very happy when the teacher asks me to do something (Saya sangat senang ketika guru meminta saya melakukan sesuatu)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I feel asking question from my teacher can help me to be active and easy to remember the lessons.	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>I feel that instruction from the teacher adds my vocabulary and my closeness to him. (Saya merasa kalimat instruksi dari guru menambah kosakata saya dan kedekatan saya kepadanya)</p>		X
	<p>I feel helped in interpreting the word when the teacher translates the difficult words in Indonesian. (Saya merasa terbantu dalam megartikan kata ketika guru menterjemahkan kata-kata yang sulit dalam bahasa Indonesia)</p>	X	
	<p>I like my teachers' smiling and it can increase my familiarity (Saya suka senyuman guru saya dan senyuman itu akan menumbuhkan keakraban)</p>	X	
	<p>Sometimes, I am tired of listening to the teacher when he explains in classroom. (kadang saya bosan mendengarkan guru ketika menjelaskan dikelas)</p>		X
	<p>I feel something excessive if my teacher gives me praising when I answer his question. (Saya merasa suatu yang berlebihan jika guru saya memberi saya pujian ketika saya menjawab pertanyaannya)</p>	X	
	<p>I feel there is no influence when he gives me motivation. (Saya merasa tidak ada pengaruh ketika dia memberi saya motivasi)</p>		X
	<p>I will not try to find by myself when he repeats the words that are not understood by me. (Saya tidak akan berusaha sendiri ketika dia mengulang-ulang kata-kata yang saya tidak mengerti)</p>		X
	<p>I prefer finding by myself when do not know about something. (Saya lebih suka mencari sendiri ketika saya tidak mengetahui tentang sesuatu)</p>		X
	<p>I feel shy when he gives me correction about my wrong. (Saya merasa malu ketika dia memberi koreksi terhadap kesalahan saya)</p>		X
	<p>I dislike if he asks me to do something (Saya tidak senang jika guru meminta saya melakukan sesuatu)</p>		X
	<p>I am always nervous when the teacher asks questions. (Saya selalu gugup ketika guru menanyakan pertanyaan)</p>		X
	<p>I do not like being ordered by the teacher. (saya tidak suka diperintahkan oleh guru)</p>		X
	<p>I will not try to find the meaning of vocabulary myself that I do not know because my teacher always translates it in Indonesian. (Saya tidak akan berusaha mencari sendiri arti kosa kata yang saya tidak tahu karena guru saya selalu menterjemahkan kedalam bahasa Indonesia)</p>	X	
	<p>I always underestimate his smile in classroom. (Saya selalu menganggap remeh senyumannya dikelas)</p>	X	

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Score of Each Statement

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total	Average of the Score of Each Student	Percentage of Students' Perception
	1	1	0	1	1	1	0	0	0	0	1	0	1	1	0	0	1	0	12	0,545454545	54.54%
	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	19	0,863636364	86.36%
	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	15	0,681818182	68.18%
	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	19	0,863636364	86.36%
	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	14	0,636363636	63.64%
	1	1	1	0	1	0	0	1	1	1	0	0	0	0	1	1	1	1	15	0,681818182	68.18%
	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	19	0,863636364	86.36%
	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	19	0,863636364	86.36%
	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	19	0,863636364	86.36%
	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	18	0,818181818	81.82%
	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	19	0,863636364	86.36%
	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	20	0,909090909	90.91%
	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	17	0,772727273	77.27%
	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	16	0,727272727	72.73%
	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	18	0,818181818	81.82%
	1	1	0	1	1	1	0	0	0	1	0	1	0	0	0	0	1	1	13	0,590909091	59.09%
	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	17	0,772727273	77.27%
	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	16	0,727272727	72.73%
	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	18	0,818181818	81.82%
	1	1	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	15	0,681818182	68.18%
	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	18	0,818181818	81.82%
	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	0	11	0,5	50,00%
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	1	100%
	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	19	0,863636364	86.36%
	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	18	0,818181818	81.82%
	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	19	0,863636364	86.36%
	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	0	15	0,681818182	68.18%
	1	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	1	1	13	0,590909091	59.09%
Total	28	27	21	25	26	27	21	13	10	22	14	21	15	22	6	22	19	25	473		

Average of Students' Perception on Teacher-Student Classroom Interactions

75,00%



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 2 TANAH PUTIH

Alamat : Jln. Lintas Sekeladi

Kode Pos : 28983

E-mail : info@smkn2tanahputih.sch.id

Telp/Fax :-

NISN : 332091003002

NIS : 320020

NPSN : 10405320

SURAT KETERANGAN

Nomor : 424/SMKN-2/03/VIII/2019/450

Selubungan dengan surat dari DINAS PENDIDIKAN, Nomor : 503/DPMPPTSP/NON IZIN-

NISN 20385

pelaksanaan Izin Riset, tertanggal 18 Juli 2019 maka

Kepala SMK Negeri 2 Tanah Putih dengan ini menerangkan nama mahasiswa dibawah ini :

: YULISMA

: 11414200373

: Pendidikan Bahasa Inggris

: SI

: Pekanbaru

: AN ANALYSIS ON STUDENTS' PERCEPTIONS ON
TEACHER-STUDENT INTERACTION AT SEKOLAH
MENENGAH KEJURUAN NEGERI 2 TANAH PUTIH

: SMK NEGERI 2 TANAH PUTIH

: Tarbiyah dan Keguruan UIN Suska Riau

Benar telah mengadakan penelitian di SMKN 2 Tanah Putih, pada tanggal 18 Juli 2019 guna
mendapatkan data yang berhubungan dengan penelitiannya.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan
sebagaimana mestinya.

Sekeladi, 26 Juli 2019

Kepala Sekolah

MARDIANA, S.Pd

NIP.19760101 200502 2002

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REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/24385
 TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un 04/W/PP.00.9/8705/2019 Tanggal 18 Juni 2019, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | YULISMA |
| 2. NIM / KTP | : | 11414200373 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | An Analysis on Students' Perceptions on Teacher-Student Interaction at SMK Negeri 2 Tanah Putih |
| 7. Lokasi Penelitian | : | SMK NEGERI 2 TANAH PUTIH |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepala pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 18 Juli 2019



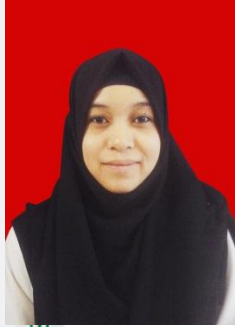
Tembusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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CURRICULUM VITAE

Yulisma was born on July 27th 1995 in Sekeladi, Rokan Hilir. She is the fifth of six childrens of beloved couple Rizal and Asiah. She comes from Rokan Hilir, She lives at Jl. Babul Huda, Rokan Hilir. She has finished her study at State Elementary School 04 Sekeladi in 2008. After that in 2009, she continued her study at Islamic Junior High School Madhadurrokan Sekeladi and finished in 2011. Then, in 2012, she continued her study at State Vocational High School 2 Tanah Putih and finished it in 2014. Next, in 2014, she continued his study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2019, precisely on October 28th 2019.

In finishing her study at the University to fulfill the requirements for Undergraduate Degree in English Education. She conducted a research from June 2019 by the thesis entitled ***“An Analysis on Students’ Perceptions on Teacher-Student Classroom Interaction at SMK Negeri 2 Tanah Putih”***.

Then, her thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on October 28th 2019 after she successfully passed in the final examination. She finish his study with IPK 3.27 and appropriate to get Undergraduate Degree (S.p.d.).