

IMPROVING STUDENT PARTICIPATION IN CLASS BY STRENGTHENING TEACHER-STUDENT INTERACTION

**(An Action Research at the Tenth Grade Students of SMA Negeri Sragen
Bilingual Boarding School in 2012/2013 Academic Year)**



Serdar Saparov

K2209106

A THESIS

**Written and Submitted to the Teacher Training and Education Faculty
Sebeleas Maret University as a Partial Fulfillment of the Requirements for
Achieving an Undergraduate Degree of Education in English**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2014

PRONOUNCEMENT

I would like to certify that the thesis entitled **"IMPROVING STUDENT PARTICIPATION IN CLASS BY STRENGTHENING TEACHER-STUDENT INTERACTION"** is really my own work. It is not plagiarism or made by others. Everything related to others' works written in quotation, the sources of which are listed on bibliography.

If then, this pronouncement proves wrong; I am ready to receive any academic punishment.

Sragen, November 2013


Serdar Saparov



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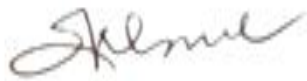
APPROVAL OF CONSULTANTS

This thesis has been approved by thesis Consultants to be examined by the Board of Thesis Examiners Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On:

By:

Consultant I



Dra. Dewi Rochsantiningsih, M.Ed. Ph.D.
NIP: 196009181987022001

Consultant II



Hefy Sulistyowati, S.S, M.Pd
NIP: 197812082001122002

APPROVAL OF THE BOARD OF EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta and has been accepted to fulfill one of the requirements for obtaining the Undergraduate in English Education.

Date: 8 January, 2014

Day: Wednesday

The Board Examiners:

1. Chair
Endang Setyaningsih, S.Pd, M.Hum.
NIP: 198005132003122002
2. Secretary
Teguh Sarosa, S.S, M.Hum
NIP: 197302052006041001
3. First Examiner
Dra. Dewi Rochsantiningsih, M.Ed. Ph.D.
NIP: 196009181987022001
4. Second Examiner
Hefy Sulistyowati, S.S, M.Pd
NIP: 197812082001122002

(.....)
(.....)
(.....)
(.....)

Teacher Training and Education Faculty
Sebelas Maret University of Surakarta

Dean,



Prof. Dr. H. M. Furqon Hidayatullah, M.Pd.

NIP. 19600727 198702 1 001

.ABSTRACT

Serdar Saparov. K2209106. Improving Student Participation in Class by Strengthening Teacher-student Interaction. An Action Research at the Tenth Grade Students of SMA Negeri Sragen Bilingual Boarding School in 2012/2013 Academic Year Thesis. English Education Department. Teacher Training and Education Faculty. Sebelas Maret University. Surakarta. 2014

This research focuses on the implementation of strengthening teacher-student interaction in improving students' participation in class, of X "B" class of SBBS (Sragen Bilingual Boarding School). The goals of this research are, (1) describing whether and to what extent teacher-student interaction improves the student participation in class, (2) to identify the advantages and difficulties in implementing this strategy in this research.

I adopted Action Research which requires four steps, namely planning, implementing, observing, and reflecting. Various types of activities, including extracurricular activities and game-like actions are conducted during the research. The participants of the study are the tenth year students of SBBS which consists of 23 students. The methods of data collection are observation, interview, diary, photograph, pre-test, and post-test. In analyzing data I used (1) constant comparative technique by Burns (1999) for qualitative data, (2) descriptive statistic technique for quantitative data.

After analyzing the data, I found out that the change in participation in class was seen clearly and all the responses from the students were positive. From the results it can be indicated that there was an improvement in students' participation in class after I strengthened teacher-student interaction in class (sometimes out of class). Moreover the average speaking score of students' pre-test was 62.77 and the average speaking score of students' post-test was 84.51.

Summarizing the abstract, I have found that strengthening the interaction between the teacher and the students not only has improved the participation of the students in class, but it also has helped the teacher to manage the class better, become the students' best friend, and have more joyful lesson with the full attendance of active and encouraged students.

Keywords: *Interaction, participation, activity, AR*

ABSTRAK

Serdar Saparov. K2209106. Meningkatkan partisipasi siswa di dalam kelas dengan pemererat interaksi antara guru dengan siswa. Sebuah penelitian tindakan pada siswa kelas 10 SMA Negeri Sragen Bilingual Boarding School, Tahun Ajaran 2012/2013. Skripsi. Pendidikan jfBahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret.2014

Penelitian ini fokus pada implementasi kekuatan interaksi antara guru dengan siswa dalam peningkatan partisipasi siswa di kelas XB SMA Negeri SBBS (Sragen Bilingual Boarding School). Tujuan penelitian ini antara lain: (1) untuk mendeskripsikan apakah dan sejauh mana interaksi antara guru dengan siswa berpengaruh dalam peningkatan partisipasi siswa dalam kelas, (2) untuk mengidentifikasi manfaat dan kesulitan dalam pelaksanaan strategi dalam penelitian ini.

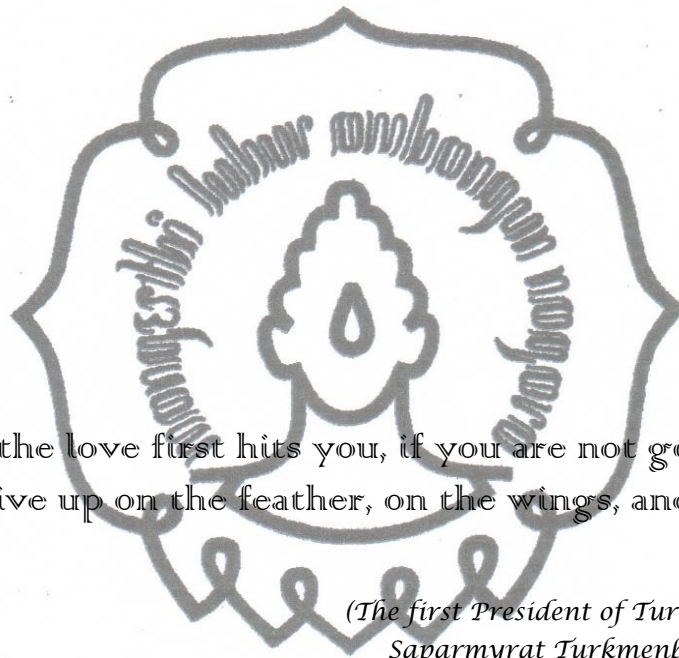
Saya menggunakan Penelitian Tindakan yang terdiri dari empat langkah, yaitu: perencanaan, pelaksanaan, penelitian dan refleksi. Berbagai macam tindakan termasuk ekstrakurikuler dan permainan digunakan dalam penelitian ini. Partisipan penelitian ini adalah siswa kelas sepuluh SBBS yang terdiri dari 23 siswa. Metode pengumpulan data dalam penelitian ini antara lain: observasi, buku harian, fotograf, wawancara, pre-test, post-test. Dalam menganalisis data, saya menggunakan (1) constant comparative technique oleh Burns (1999) untuk kualitatif data, (2) teknik deskriptif statistik untuk kuantitatif data.

Setelah melakukan analisis data, saya menemukan perubahan partisipasi siswa di dalam kelas nampak jelas dan seluruh respon siswa positif. Dari hasil penelitian tersebut dapat disimpulkan bahwa terdapat peningkatan pada partisipasi siswa di dalam kelas setelah saya pemererat interaksi antara guru dengan murid baik di dalam maupun di luar kelas. Bahkan nilai rata-rata pada *pre-test* siswa adalah 62.77 dan nilai rata-rata pada post-test siswa 84.51.

Untuk meringkas abstrak ini, saya menemukan bahwa dengan pemererat interaksi antara guru dengan siswa tidak hanya meningkatkan partisipasi siswa di dalam kelas namun juga membantu guru untuk dapat mengatur suasana di dalam kelas menjadi lebih baik dan kondusif, menjadi teman terbaik untuk para siswa, dan menciptakan suasana belajar dengan seluruh siswa yang giat dan aktif.

Kata kunci: *interaksi, partisipasi, keaktifan, PT*

MOTTO



When the love first hits you, if you are not going to fly,
Then give up on the feather, on the wings, and on the sky.

*(The first President of Turkmenistan Great
Saparmyrat Turkmenbashi)*

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DEDICATION



This thesis is dedicated to my dear family: parents, siblings, seniors, teachers, friends and students.

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I am open for all the suggestions, criticism, and comment on this thesis to make it better. I also hope that this thesis contributes some knowledge to every reader.

Serdar Saparov

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