

A descriptive study on classroom interaction of english teaching-learning process in the large classes of the first year students in SMA N I Gemolong

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**CHAPTER I
INTRODUCTION**

A. Background of the Study

Language teaching is a complex activity, and that this complexity derives primarily from the diversity of perceptions and the goals of the various participants who play a role in the teaching learning process (Tudor, 2001:43). Indeed, if all participants have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be undertaken than it generally is. By so doing, there would be no gap between the teacher and students. Thus, language teaching can be understood in term of interactions of different rationalities of the teacher and students rather than enactment of a single rationality.

Classroom, as stated by Gaies in Amy B.M. Tsui's book in titled "Introducing Classroom Interaction", is called as 'crucible' in which elements interact. These elements are the teacher and the students (1995: 5). Then Allwright and Bailey (1996:18) also aids that students also bring with them to the classroom their whole experience of learning and of life, along with their own reasons for being there, and their own particular needs that they hope to see satisfied. The teacher brings experience of life and learning, and of teaching too.

In the classroom, the place where the teaching-learning process is undertaken, there are a variety of different potential perspectives of the nature and the goals of language teaching meet and interact. Hence, it can be an important factor to reach the goal of the instruction (Tudor, 2001:47). Besides, Val Lier also stated that there are greater attentions in educational teaching that language learners should have effective involvement to practice their communicative skill because language is a means of communication and self-expression. That is a medium by which members of a speech community express concepts, perceptions, expectations, and values which have significance to them as members of a speech community. In other word, classroom can be a place where students can express their personal problems and concerns. Within this perception, the classroom is conceptualized to create a condition where students can improve their ability in learning English that is for using the English for the real communication. And even, classroom itself is a part of the real world of students as individuals and social actors. Then, communication is not just something that happens “out there” but also process which occurs in the social environment, which we call the classroom (p.115).

In addition, William Littlewood (1981: 93) also states that:

“The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore, requires a learning atmosphere which gives them a sense of security and values as individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relation slips which do not create inhibition, but are supportive and accepting”

With these visions of the classroom, there should be an effective interaction between teacher and students, and among students themselves in improving their knowledge and skills for the use at some stage in the future. Coleman (1996:88) also states that language teaching needs improvement of using English as the target language. Therefore, the successful realization of the language for communication depends on the genuine students' involvement in the relevant teaching learning activity.

For achieving the visions as the writer states above, good atmosphere of teaching-learning process is very required, especially in the English classroom where the dynamic interaction of teacher and students in the class is implemented, where the network of shared meaningfulness, which binds together in the mind of teacher and students emerges (Tudor, 2001: 45).

In the large class, however, where the number of students and a range of factors such as the rapport of the classroom's participants, physical condition and seating become a problem, to get dynamic conditions of teaching-learning process is far from the ideal. Therefore, it is a big challenge to organize the classroom in order to create an effective language classroom interaction for the teaching-learning process.

Wagner (p.234), then also says "I should get every learner to talk much more, but that is impossible with 30 learners in my class". Therefore, for creating an interactive learning process between teacher and her/his students, innovations in teaching English are very much needed.

In such classes too, it will be unrealistic to expect more than a blackboard and a supply of chalk. The rows of heavy desk would be a constraint on group work, and coping with the noise, persuading the class to use English, managing the introduction and setting up of activities, making limited resources go a long way, and monitoring the work of individual within the class will also be management problems (David Cross, 1995:5).

Hence, the writer tends to know whether there is a dynamic process of teaching and learning in the classroom or not. Thus, as a place of communication, language classroom should become a place which would allow all students to practice the communicative skills that they would need to use in the real interactive situations outside the classroom. Besides, the real students' involvement in the relevant learning activities / the assumptions that students should be more active and participatory is the parameter of successful realization of an experiential approach to language learning. Therefore, it becomes a big attention to the writer (Tudor, 2001: 113).

To the classroom, students will come with certain expectations as to what a good classroom should be, and of the role the teacher plays within it. They also expect the teacher to have something solid to offer them the terms of professional knowledge and experience of language learning options (p. 110). Here, the teacher does play an important role. A good teacher therefore, is one who can breathe life into methodological procedures in pursuit of the learning objectives set out in the curriculum. Whereas the student role is defined as the nature of students' participation in the classroom: their participation is therefore

channeled through the assumptions about the nature of language and of language learning found in the methodological being used (p. 106). In addition, the relationship between the teacher and the students also becomes the light for the writer to conduct the research.

In order to know more about classroom interaction of English teaching-learning process in the large classes, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction, that is when the teacher asks question, give explanation, feedback, error treatment and when the students listen to the teacher's instruction and explanations, when they express their views, answer questions and carry out the tasks and activities, etc. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process. In addition, its qualitative, interpretive nature helps the writer to realize this complexity in perspective. In short, a descriptive research is very important to help the writer understand the view of those problems and find route through it.

From the description above, the writer is interested in carrying out the study on **“A Descriptive Study on Classroom Interaction of English Teaching-Learning Process in the Large Classes of The First Year Students in SMA N I Gemolong”**.

B. Identification of The Problem

Having given the background of the study, the writer would like to identify the problems as follows:

1. How is the form of classroom interaction in the large classes?
2. How are the teacher talk and the students talk in the large classes?
3. How are the opportunities of the students in the front zone and in the back zone of large classes?
4. How is the atmosphere of English teaching-learning process in the large classes?
5. Does the teacher encourage the students to engage in the English teaching learning process?
6. Are the students actively involved in the English teaching-learning process?
7. How is the rapport between the teacher and the students in the classroom interaction in large classes?
8. How are the teacher and the student role in the classroom interaction of large classes?

C. Limitation of The Problem

The study has a broad scope and it is impossible for the writer to handle all of the problems. Therefore, the writer limits the study as follows:

1. The form of Classroom Interaction in large classes of the first students in SMA N I Gemolong.
2. The opportunity of the students in the front zone and in the back zone of large classes of the first students in SMA N I Gemolong.
3. The rapport between teacher and students in the classroom interaction in large classes of the first students in SMA N I Gemolong.
4. The teacher and students role in the classroom interaction of large classes of the first students in SMA N I Gemolong.

D. Problem statement

Based on the problem limitation above, the problem statement in “a Descriptive Study on The Classroom Interaction of English Teaching Learning Process in Large Classes of The First Year Students SMA N I Gemolong” is as follows:

1. How is the form of Classroom Interaction in large classes of the first students in SMA N I Gemolong?

2. How are the opportunities of the students in the front zone and in the back zone of large classes of the first students in SMA N I Gemolong?
3. How is the rapport between teacher and students in the classroom interaction in large classes of the first students in SMA N I Gemolong?
4. How are the teacher and students role in the classroom interaction of large classes of the first students in SMA N I Gemolong?

E. The Purpose of The Study

The research is conducted to describe the classroom interaction of English teaching-learning process in large classes of the first year students in SMA N I Gemolong. The implication in this research includes the form of classroom interaction, the students' opportunity in teaching-learning process, the rapport between teacher and students, and also the student and teacher role in the process of teaching-learning process. Furthermore, it is also aimed to know more about the effectiveness of English teaching-learning process in the large classes, that is by describing the weakness and the strength of the classroom activities.

F. The Benefit of The Study

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching-learning process in general.

For the English teacher, especially the teacher of SMA N I Gemolong, the results of this research can be used as a reflection about all his/her duties that have been done as long. As everybody knows, the daily hard work of the teacher often becomes an obstacle to make a reflection to what they have been taught in the class. By so doing, the teacher would become more responsible to improve their teaching skills in term of being more creative, innovative, and skillful in conducting the classroom. Moreover, it is also hoped that the teacher would be able to create a very convenient classroom to study. Within these efforts, they would be escaped from the “daily mechanics” activities.

Besides, for the writer, some benefits, which can be reached from this research is that it may give many new valuable experiences in English teaching-learning process for the preparation of the future ideal. In addition, it can give deep understanding about the nature of English teaching-learning process in the large classes like what have been conducted in Indonesia as long.

CHAPTER II

REVIEW OF THEORY

A. Language Teaching and Learning

1. Language Teaching

Language teaching is defined as the activity, which is intended to bring about language learning. Thus, language teaching is more widely interpreted than instructing a language class. For supporting language teaching activities, the preparation of teaching materials, teaching grammars, or dictionaries, or the training of teachers is as well as making the necessary administrative provision inside or outside an educational system. Sometimes, Illich (1971) also said that an informal method of 'deschooling', teaching the language in unplanned situation is more effectively than formal classroom instruction. Hence a good teaching

theory would meet the conditions and needs of learners in the best possible ways (Stern, 1983: 21)

Meanwhile, Tudor (2001: 8-9) said that language teaching is far more complex than producing cars: we cannot assume the technology of language teaching will lead in a neat, deterministic manner to a predictable set of learning outcomes. Indeed, it has to work with people as they are in context in which they find themselves at a given point in time because the technology of language teaching is to produce effective result. The technology, then, has to be used appropriately, and deciding on what is or is not appropriate calls for consideration of the total context of teaching in both human and pragmatic terms.

He, again, states that the complexity of language derives primarily from the diversity of perceptions and goals of the various participants who play a role in teaching-learning process. Therefore, the dynamics nature of language teaching is logical consequence that it involves exploring the meaning it has for participants and dynamics which arise out of the meeting of their more or less differing perceptions of the nature and goals of the activity. By so doing, there are two main factors influencing language teaching. The first relates to the different rationalities of language teaching, which underpin the action of the participants who exert an influence on the classroom, i.e. educational or institutional authorities, materials writers or course designers, sponsors or parents, teachers and students. The second relates to the way in which classroom

participants interact with one another and with choices of other participants who influence the context in which they are operating (p. 46-47)

Furthermore, based on the BANA countries (Britain, Australia and North America) and the TESEP (the rest of the counties) methods of ELT, Holiday in “Learner-Centredness as Language education” of Tudor says that there is a case for seeing learner centredness as BANA’s invention and the realization of a learner centred approach to teaching does tend to be associated with BANA’s type classroom conditions and organizational structures. There is, however, no reason to believe that the goals of language education and learner empowerment are any less valid and feasible in TESEP than in BANA context. He, then, describes that in BANA countries, language teaching is developed by giving considerable freedom to develop the methodology; the teacher can assume favorable classroom conditions and the availability of good teaching and learning facilities; and that group or pair work activity are effective modes of learning and the last, language teaching is best realized in small classes (1996: 130-131).

2. Language Learning

According to Widdowson in “Aspects of Language Learning”, learning is a process of conscious intervention whereby performance initiated by the natured and unconscious process of acquisition is

monitored. Thus, learning can only be brought into operation when the occasion allows leisure for conscious thought about the language being used and its conformity to rule, when there is time to 'focus on form'. When learners are caught up in communication, concerned with making meaning, they have neither the time nor indeed the inclination to monitor their performance, which in consequence reveals they have acquired without artificial additives of learning (1990:20)

Meanwhile, Tudor (1996: 39) states that the content of language learning program is decided in ministerial planning committees, but its success is decided by the dynamic interaction of teacher and students in the dozens or hundreds of classrooms in which it is implemented (2001: 45). In Addition, he also said that language learners grow out of general approach to language learning, which is active, inquiring, and attentive, and can only be acquired integratively. Hence, some factors making an effective set of learning strategies depend on a number of factors such as the task (the useful activity or strategy), the learning stage, the context, individual styles, and cultural differences in cognitive learning styles (learning tradition) (p.39).

Furthermore, Wenden (1987) also identifies three main categories of learners' attitudes to language learning. The first category stresses the role of language as a means of communication and social interaction (use the language). The second stresses TL as a linguistic system which can be worked out, understood and learned by means of

conscious intellectual effort and hard work (learn about the language). And the third focuses on the effective interaction of the learners with the TL and the process of learning (personal factors) (p. 51-52).

Category 1

1. Learn the natural way
2. Practice. Use the language as much as possible
3. Think of second language. Learners should avoid translating TL1 so that they should focus on meaning and try to think the TL.
4. Live and study in an environment where the target language is spoken
5. Don't worry about language

Category 2

1. Learn grammar and vocabulary
2. Take a formal course
3. Learn from mistakes
4. Be mentally active. Learners should have an inquisitive mind, be willing to ask questions, and to experiment with the language.

Category 3

1. The emotional aspect is important so that the learners need to feel personally interested or involved.
2. Self-concept. Learning a language can influence the learner's self-image and how he feels about himself, which, in turn, can either facilitate or inhibit learning.

3. Aptitude for learning. The ability to learn a language is something inherent to varying degrees.

B. Teacher Role and Learner Role

1. Teacher Role

According to Tony Wright, role is a complex grouping of factors, which combine to produce certain types of social behaviors shaped by some factors. The first is the work done and job-related activities, the second is the relationship and communications they have with others, and the last is the beliefs and attitudes (1987: 5-7). Meanwhile, Banton in Widdowson's defines role as set of norms and expectations applied to the incumbents of particular positions. Moreover, an additional factor to be considered is that the role is dynamic, not static, and is subject to change according to the psychological factors brought by participants into a certain situation and also the dynamics of group activity within that situation (Nunan and Lamb, 1996: 134). Hence, there are two factors influencing the teacher role in the classroom;

1. Social and Psychological factors. These include views about status and position, attitudes, and values held by individuals and group and individuals' personalities.
2. Teachers' and learners' expectations about the nature of learning task and the way in which individuals and group deal with learning tasks.

In the classroom, the teacher plays a very important role because it is the teacher who conducts teaching-learning process. As stated by Tony Wright, there are two major role of the teacher in the classroom. The first is called as management function that is to create the conditions under which learning can take place and the second is as the instructional function that is to impart, by variety of means, knowledge to their learner s (p. 51-52).

As a manager, the teacher is to motivate the learners who do not have motivation and to nurture those who are already well motivated to the task of learning. In addition, the teacher also maintains discipline because a good discipline imposed is the basic of good management. To manage the teaching-learning process, the teacher also controls the social and learning behaviors of their learners through the choice of activities and the ways in which they organize the learning group to do the activities (p. 53-55).

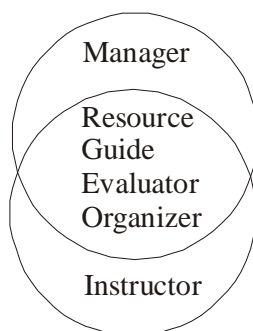
As an instructor, the teacher presents new languages, exercise direct control over the learners' performance, and evaluate and correct it (Littlewood, 1981: 92)

Moreover, according to Barner, as quoted by Tony Wright, there are four teacher-hidden roles supporting those roles;

1. The teacher is an *evaluator* of learners' efforts and contributions. The teacher judges whether learners' contribution to the teaching/ learning process are valid, relevant, correct.
2. The teacher is a *guide* to the subject' under consideration and the way in which it is learnt in the

classroom. He is also the curator of the ‘rules’ for acquiring knowledge.

3. Closely linked to the ‘guide’ role is the role of *resource*. The teacher is resource of knowledge about the subject and also how to acquired it
4. The teacher is also, as implied by (2) and (3), an *organizer*. The teacher organizes classroom activities, sets up learning tasks and assists the learners in doing these activities. (p. 63)



Still in harmony with those theories, Littlewood states that there are some purposes the teachers should create in the language learning. The first is that they provide “whole-task practice”, meaning that the students have a change to practice in the “total skill”. Thus, the learning process should be structured in a various kinds of communicative activity to suit the learners’ level of ability. Second, they improve motivation because the learners’ ultimate objective is to involve in communication with others, their motivation to achieve it is very important. Third, they allow natural learning. It means that language learning take place only through natural process that is when a person is involved in using language for communication. And the last, they can create a context which support learning. Here, the classroom activity is to create humanize classroom where there are opportunities for positive personal relationship to develop among learners and between learners and teacher. It

also creates an environment that supports the individual in his efforts to learn (1981: 17 – 18).

Littlewood, then adds that there is no direct role of the teachers in the activity (p.19). Therefore, for achieving the goal of the instruction, they can take part as a communicator, a classroom manager, facilitator, a consultant or adviser, an instructor, etc (p. 92 – 93).

2. Learner Role

Created from material contained in Richard and Rogers (1986), Nunan and Lamb (1996: 141) illustrate the range of roles required of learners in a number of methods;

Approach	Roles
1. Oral/Situational	1. Learners listen to the teacher and repeat; no control over content and methods
2. Audio Lingual	2. Learners have little control; react to teacher direction; passive, reactive role
3. Communicative	3. Learners have an active, negotiative role; should contribute as well as receive
4. Total Physical Response	4. Learners are listener and performer; little influence over content and none over

5. The Silent Way	methodology 5. Learners learn through systematic analysis; must become independent and autonomous
6. Communicative Language Teaching	6. Learners are members of social group or community; move from dependence to autonomy as learning progresses

In addition to be a successful learner, Robin (1975), as quoted by Tudor (1996: 38-39), identifies seven strategies, which characterize the learning behavior;

1. The good language learner is a willing and accurate guesser who is comfortable with uncertainty and is willing to try out his guesses.
2. The good language learner has a strong drive to communicate or to learn from communication
3. The good language learner is not often inhibited. He is willing to appear foolish or to make mistakes in order to promote communication or to learn.
4. In addition to focusing on communication, the good language learner is prepared to attend to form or is constantly looking for patterns in the language.
5. The good language learner practices the language he learns.

6. The good language learner monitors his own speech and the speech of others
7. The good language learner attends to meaning. He attend not only to grammar and surface form, but also to the context of the speech act, the relationship of the participants, interactive conventions and the mood of the speech act.

C. Classroom Interaction

Classroom interaction is the establishment of rapport and a sense of community in which the purpose of the communication is for more about the 'personal goal'. Thus, the teacher can set out to be harsh, strict and authoritarian with the class, or he / she can also be a kind, tolerant and permissive. He / she can remain at a formal distance from the students or become involved with ball of them in their personal lives, hopes and problems. In the classroom interaction, the goal can be achieved by drawing the same resources as are available in all social situations, for example the way the people dress, move, sit and stand. Facial expression and tone of voice used when speaking can also say much more about how a person feels than the words that he / she utters. But one thing that makes it different from the general interaction is its primary pedagogic purpose. Here, when the

classroom exists, students can learn, and the main goal of classroom interaction is a pedagogic one (Malamah - Thomas, 1987:14 – 17).

Meanwhile, Roestiyah (1994:35 – 36) said that the classroom interaction is for the educational purpose because there is process of teaching and learning in the interaction. In such interaction, students can improve their knowledge and skill so that their ideal can be reached.

For those reason, the message being transmitted in the classroom is closely related to the purpose of communication. Thus, in the language classroom, communication with a pedagogic purpose will have a strickly pedagogic content: information about the grammar or the use of language,; about how linguistic skills, such as reading, listening, speaking or writing operate in that particular language; and the information about the speakers of the language and the culture they adhere to (Malamah-Thomas, 1987: 15)

Moreover, Tsui (1995: 11-12) stated that:

“Classroom language and interaction are even more important because language is at once the subject of study as well as the medium of learning. When the students listen to the teacher’s instruction and explanations, when they express their views, answer questions and carry out the tasks and activities ...”

According to Allwright and M. Bailey (1996: 18-19), the constant interaction in the classroom cannot be taken for granted. It cannot be guaranteed just by exhaustive planning. Hence, classroom interaction has to be managed by everyone taking parts, not just by the teacher because

interaction is obviously not something you just do to people, but something people do together, collectively.

Moreover, Ann Malamah – Thomas (1987:13) said that the participants of the classroom interaction are teacher, learners, and the textbook writer. In the classroom, lessons closely follow procedures laid down in the textbook so that the textbook writer can be seen as the transmitter of a message, communicating indirectly with the teacher and students in the classroom.

By this condition, the purpose of the language classroom interaction is for giving everyone the best possible opportunities in learning the language. Thus, managing classroom interaction and managing learning should come together. Every time the teacher asks something to a certain student, then all the learners can pay attention to what happens and learn something from it. For example:

Teacher : When's your birthday, Alvaro?

Alvaro : Fourteen September

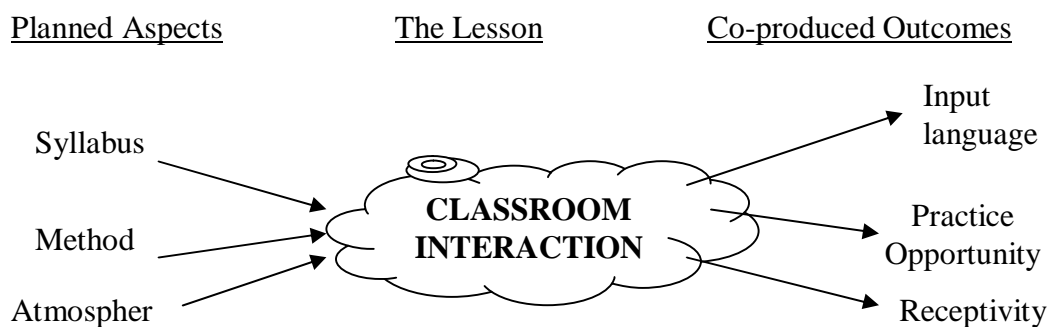
Teacher : Oh... The Fourteenth of September. Again?

Alvaro : The Fourteenth of September

Teacher : I should hope so. Now, when's your birthday, Mike?

From this fiction evident, the learners can learn about how the teacher asks question, how the teacher deals with errors and how the teacher reacts if the students do eventually get it right. Beside that, the learners will also have an opportunity to feel the general classroom atmosphere and to practice

listening skill by using the teacher's voice. And last but not least, they can learn something about discussing birthdays in English. By this situation, the teacher should also consider the aspects of teacher plan (lesson plan) and various outcomes which may result, as the following description:



From the above description proposed by Allwright and M.

Bailey (1996: 25), the three major aspects of the lesson are:

1. Syllabus

Syllabus is called as what the teacher intends to teach. The teacher thus may rely on the syllabus drawn up by the people in authority, and perhaps simply embodied in the textbook. Or they can make their own decision about what to be thought.

2. Method

It is a predetermined plan for *how* the syllabus is to be taught, and it is seen as an obvious part of their job to do so.

3. Atmosphere

It is the condition of the classroom that the teacher wants to be created that is whether they want it to be relaxed and friendly, or brisk and business-like, or whatever.

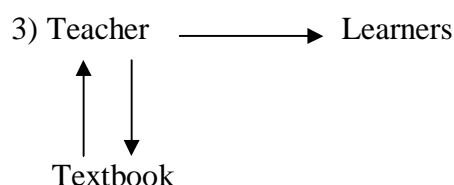
Whereas the three outcomes, they refer to what happens in the classroom. First, the learning opportunities, as describing in two ways, are the opportunity to do something with whatever one is trying to learn (practice opportunities) and the opportunity to encounter what one is trying to learn (input opportunity). Second, receptivity, a willingness to encounter the language and the cultures it representing, could be labeled as 'reactive' and 'proactive' behavior. Here, the students may receive the language and the learning situation in general, or they are putting up defenses against the learning we are trying to help them. And last, the 'input' are 'the bit of language' (such as saying them, writing them, listening to them being said, putting them into sentences, etc), and all the bits of information any attentive learners could get about the language, and about everybody's attempts to speak it, by listening to the teacher's explanation (p. 1996: 19-24)

1. The Principles of Classroom Interaction

Roestiyah (1982: 37-39) stated that the principles of classroom interaction are:

- 1) The goal of the interaction is for education (pedagogic reason)
- 2) There is a change/an improvement of students' behaviors as a result of classroom interaction
- 3) The right of teacher role in the classroom

In this type of classroom interaction, a very teacher controlling textbook is in use. Then, all the learners have access to a copy. Thus, there is no real teacher-learners interaction going on at all.

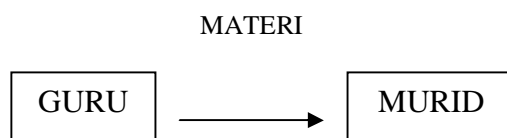


This figure shows that the teacher is also controlled by the textbook, but the school is poorly resourced and the students do not have access to do a copy. Therefore, the learners are left out of the interaction process altogether as the teacher is very interested to the textbook. In this case, the teacher just transmits the knowledge to the learners.

Meanwhile, there are four types of classroom interaction based on the nature of teaching process, proposed by Roestiyah (1982: 41-45).

- 1) The teaching process is transferring knowledge to the learners. In this case, teacher just transmits the knowledge to the learners, and they accept it without any complain and feedback.

“Dalam pelaksanaan bentuk interaksi belajar mengajar ini guru berperan penting, gurulah yang aktif, murid pasif, semua kegiatan terpusat pada guru (teacher-centered)” (p. 41)

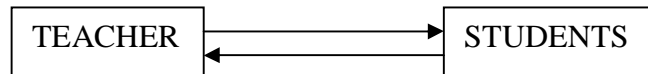


- 2) Teaching is the way to make the learners know how to learn. In such interaction, teacher does not only transmit the knowledge but also as a facilitator.

“Guru tugasnya hanya sebagai fasilitator, menciptakan kondisi yang memungkinkan siswa giat melakukan belajar”.

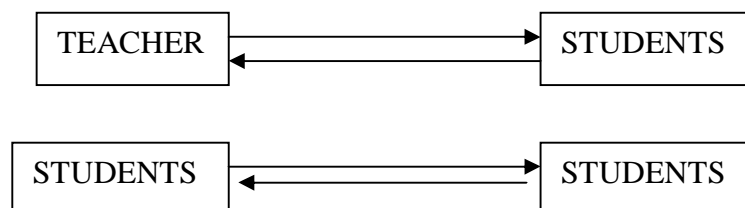
By this situation, there will be teacher – students interaction.

“Siswa mau datang bertanya kepada guru tidak segan mengeluarkan pendapat kepada apa yang dibicarakan oleh guru. Guru menjawab dan menimbulkan masalah.” (p. 42)



- 3) Teaching is an interactive relationship between teacher and students, and also among students themselves. The real reaction is not only action and reaction but also the interaction among individuals.

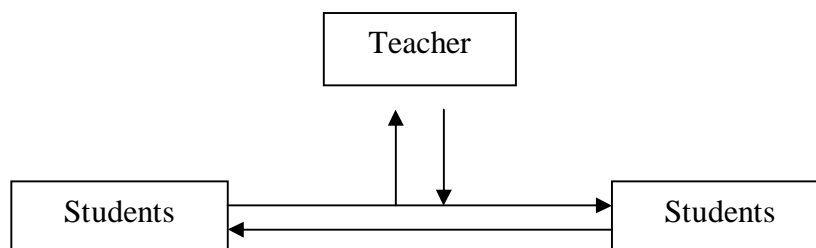
“Sebenarnya, interaksi itu bukan sekedar aksi dan reaksi, melainkan adanya hubungan interaktif antara tiap individu. Ialah antara guru dan murid, serta antara murid dengan murid. Tiap individu ikut aktif, tiap individu berperanan.” (p. 43)



- 4) Teaching is the process of the interaction between students and students and their consultation to the teacher. In this process, students get the experiences from their friend, then, it is consulted and discussed with the teacher.

“Dalam proses ini siswa memperoleh pengalaman dari teman-temannya sendiri, kemudian pengalaman tersebut dikonsultasikan kepada guru. Atau sebaliknya suatu masalah dihadapkan kepada siswa yang lain dan siswa yang memecahkannya, kemudian baru dikonsultasikan kepada guru ...” (p. 44)

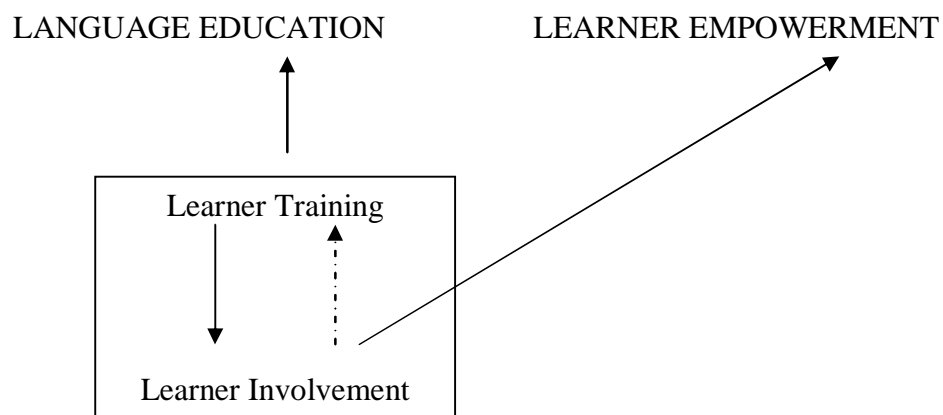
For improving students' learning activity, the teacher should also be able to give them motivation in order to solve the problem being given.



Based on the views of Rustiyah in classroom interaction's types no. 2-4, it can be said that they are student-centered approach since this approach requires learner training and learner involvement in reaching the goal of language education, that is learner empowerment, the result and practical realization of language education (Tudor, 1996: 28).

Learner Training is the initiation of learners into the processes of language study and it refers principally to the initial sharing of perspectives between teacher and learners and among learners themselves, whereas learner involvement is the active shaping by learners of their study program in any way from the provision of study texts to the joint setting of learning goals. Hence, learners involvement refers to the participations of learners in the development of their study program to the collaborative establishment of learning goals and the negotiation

of study mode (p. 64-65). Logically, learner training will precede learner involvement, as it entails learners to acquire the knowledge and insights. They will also require making reasoned choices about different aspects of their language study (p. 28).



Component of a learner-centred approach

3. Aspects of Classroom Interaction

1) Student Talk

According to Maskowitz in his FLINT, there are five categories of student-talk (Thomas, 1987: 22):

1. **Specific:** students' response to the teacher within a specific and limited range of available or previously answers
2. **Choral:** Choral response by the total class or part of the class
3. **Reads Orally:** a students or students read aloud to the class
4. **Open-ended or Student-Initiated:** responding to the teacher with students' own ideas, opinions, reactions,

feeling: giving one from among many possible answers which have been previously shaped but the students must make a selection and then initiating to participate in the classroom interaction.

5. **Off Task:** acting fresh. Being off the subject and non-task-oriented. Being disorderly. This category refers to individual students.

2) Teacher Talk

According to Richard Watson Todd (1997:28), teacher talk is a proven phenomenon which helps the students in learning process. Therefore, there would be a variety of language modification used by the teacher to be examined.

Moreover, Moskowitz in his FLINT (Foreign Language Interaction)-an instrument inspired by Flanders' Interaction Analysis Categories (FIAC) with some adaptations and additions to make it more relevant in language classroom- provides some categories of teacher talk (Thomas, 1987: 22):

- Indirect Influence
 1. **Deals with feelings:** communicating understanding of past, present, or future feelings of students in a non-threatening way, accepting, etc.
 2. **Praises or encourages:** praising, complimenting, telling students what they have done or said is valued; trying to

give them confidence; confirming that their answers are correct, etc.

3. **Jokes:** intentional joking, kidding, making puns: attempting to be humorous but not at anyone's expense, etc.
 4. **Uses ideas of students:** clarifying, interpreting, summarizing/rephrasing the ideas of students but still recognized as being students' contributions.
 5. **Repeat student response verbatim:** repeating the exact words of students after participate. This often occurs in a pattern drill.
 6. **Ask questions:** asking questions to which an answer is expected.
 7. **Asks cultural questions:** asking questions related to the culture and civilization of the target people or country.
 8. **Personalizes:** asking questions which relate to the students' personal lives. Relating the content being learned to the students' personal lives.
- **Direct Influence**
 1. **Gives information:** giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.
 2. **Correct without rejection:** telling students who have made a mistake the correct response without using words or intonations which communicate criticism.

3. **Discusses culture and civilization:** talking about the culture and civilization of the target people or country. Presenting facts, anecdotes, and points of interest related to the cultural aspects.
4. **Models:** modeling examples for students by giving the lines of a dialogue, a sample for a pattern drill, illustrating the pronunciation of words or sounds.
5. **Orients:** telling students the procedures they will be following. Giving an overview or preview of what is to come. Setting standards, regulations or expectations.
6. **Personalizes about self:** talking about her/him.
7. **Carries out routine tasks:** attending to routine matters, for example: passing out books, test paper, etc.
8. **Gives directions:** giving direction, requests, or commands which students are expected to follow.
9. **Direct pattern drills:** giving statements which students are expected to repeat exactly or to change from one form to another.
10. **Criticizes students' behavior:** rejecting the behavior of students, trying to change the non-acceptable behavior. Communicate anger, displeasure, annoyance or dissatisfaction with what students are doing.

11. **Criticizes student response:** telling the student that his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection (p. 23-25).

D. Language Classroom

As stated by Tudor in “The Dynamic of Language classroom”, classroom is a place where a variety of potentially differing perspective on the nature and goals of language teaching meet and interact. Therefore, in some context, there is a high level of consensus among participants about why a given language is being learned and how this should be undertaken. However, this degree of consensus cannot be taken as the norm because language teaching can only be understood meaningfully in term of the interaction of different rationalities rather than an enactment of a single formal rationality (2001: 43)

Still in harmony with the theory above, Ayers and Gray state that a classroom is composed of a variety of individual pupils who may differ according to a number of characteristics, for example ability, attainment, age, gender, ethnicity and personality (1999:7).

Moreover, Van Lier, as quoted by Tudor (2001: 104-105), gives a definition about classroom that it is a part of an expectation of the teacher and learners.

“The classroom is not a world into itself. The participants (teacher and learners) arrive at the event with certain ideas as to

what is a ‘proper’ lesson, and in their actions and interaction they will strive to implement these ideas. In addition, the society at large and the institution the classroom is a part of have certain expectations and demands which exert influence on the way the classroom turns out.” (1988: 179)

For this reason, he divides the visions of language classroom into five. All are based on the way in which students, the teacher, and other participants perceive the classroom and the meaning which classroom learning has for them, not just with respect to language learning in narrow sense of the term, but also within the broader framework of the system and goal structures.

1. The Classroom as a Controlled Learning Environment

The most traditional vision of language classroom is that of a controlled learning environment, namely a place where students work on the language according to a carefully designed learning program under the supervision and guidance of a trained teacher. This vision of the classroom rests on some assumptions. The first is that there is a clear plan of what will be done in pedagogical term and also with respect to the nature of learning, which will result. The second is that the relevant learning plan will be realized by means of clearly structured teaching materials and learning activities. And the last is that the teacher should come to the classroom with set of pedagogical skills that will allow him/her to realize the lesson plan relating to the factors such as the presentation of TL material and the organization of students’ participation.

By those assumptions, the purpose of this vision is to enable students to learn the language by the creation of conditions in which language

learning can be undertaken in a structured manner. Therefore, methodology plays a central role in the classroom because it suggests that objectives can be set, methodology selected, material prepared, and teacher trained to exploit them in a clear, rationale manner (p. 105-108).

2. The Classroom as communication

The communicative classroom is conducted based on the consideration that language is a means of communication and self-expression. In addition to this, there is a call for more learner-centred and democratic form of classroom interaction in which learners' need and preferences are given greater attention in educational planning.

In the “classroom for communication”, the main goal is to make the classroom as a meaningful preparation for the “real world” communication. Thus, classroom learning is conceptualized to create conditions within the classroom that would give rise to genuine communication among students. By this condition, the classroom would become a place of communication, which would allow students to practice the communicative skills that they would need to use outside the classroom in real interactive situations.

Therefore, the successful realization of an experiential approach to learning depends on the authentic students' involvement, that is the genuine communication that arises out of the nature of classroom as a place of learning and of related goal-oriented interaction among teachers and students. In other words, the classroom as a place of language learning is a source of a very real

form of communicative dynamics. Hence, it can be a place where students can express their personal concerns or problems (p. 111-116).

3. The Classroom as a School of Autonomy

The vision of classroom as a school of autonomy is based on the concepts of learner autonomy, self-direction, and learner empowerment. Thus, there are two basic principles underpin interest in learner autonomy. The first is that language learners are thinking human beings who bring with them to the classroom a variety of knowledge, experience, and insights, which can allow them to play an active role in their language learning. The second idea is that the active engagement of learners' human potential can enrich the learning process itself and help students to develop independent learning skills, which they will be able to transfer to their subsequent learning and use language.

By so doing, a major focus of language classroom is for students to learn the language and the attempt to develop learner autonomy can make this endeavor the focal point for genuine exchange of views and insights between teacher and learners and also among learners themselves. In other words, the vision of classroom as a school of autonomy can support the practical realization of the vision of the communicative classroom.

In addition to those, the inner logic of the concept of autonomy would suggest that it should also give learners the chance to make real decision about the content and organization of their language study program. Even if the teacher and students have to work with a pre-set syllabus or course

book, students can develop their own individual or class lists of vocabulary which can then be used as the learning goal for at least part of their study program and possibly also for purpose of evaluation. Furthermore, if students or the teacher subscribe to a view of language as self-expression then learner involvement in the choice of topics, materials, and language resources is probably the only coherent approach to the goal setting (p. 117-122).

4. The Classroom as Socialization

In the classroom, there is also a strong social rationale for student beings and this rationale can influence a variety of factors such as the curriculum, the goal or the manner in which learning is to be organized. For begin with, most students are learning a language for having a social origin.

In addition, the classroom is also a social institution, which is expected to serve a purpose in the development of a certain type of citizenship. The classroom is thus, a place where agendas of a social nature are pursued in addition to or by means of language learning. Therefore, classrooms are likely to reflect the core belief and value systems of a society as they stand at a given point in time. They will also reflect the dialectic, which exists among different groups within this society. This can give rise to disagreement about both the nature and the goals of language teaching, disagreement, which frequently center on the aspects of methodology.

The vision of the classroom as socialization then, makes us move beyond a technical view of methodology to explore the social meaning which

methodological choices have for students and for other participants in language education. As Nunan makes this point by remarking that:

“Any educational decision ... is a highly political one. Any learning endeavor will be carried out within a particular sociopolitical and educational context in which certain rules and procedures will be in force. The most important of these will be implicit. They will not be found in statements of educational policy or curriculum frameworks. However, they will reveal themselves to the sensitive observer through the actions of an educational systems or institution will manifest itself as much by what does not happen as what does happen. The culturally aware observer will ask: Why is there no group work in these classrooms? Why do students never ask questions? How is it that the teacher only asks lower order factual questions?” (1997: 195-196)

The answer to these questions is often to be sought in the social norms of the society in question, and in the social agenda which is being pursued in the classroom and which underpins the various methodological choices made.

The aspects of classroom socialization therefore, need to be seen as operating from the inside out as well as from the outside in. Hence, the teacher has to learn to tune in on the ‘rules’, which operate in each specific classroom including what can or cannot be done or asked of the students. In part, this involves the attempt to understand what students bring with them to the classroom in term of their attitudes, expectation, and goals, which need to be understood in term of the inner logic of the students themselves. In addition, it calls for the exploration of the dynamic interaction between these factors and the methodological choices, which the teacher adopts with respect to language, learning, or the classroom itself (p. 123-129).

E. Large Classroom

According to Kathleen M. Bailey and David Nunan (1996: 123), large classes are “hard reality” in a developing country such as Pakistan, India, Sri Lanka, Indonesia and Nigeria. Although teachers have identified large class sizes as one of their problems, they do not know for certain how teachers and learners perceive teaching and learning of English there.

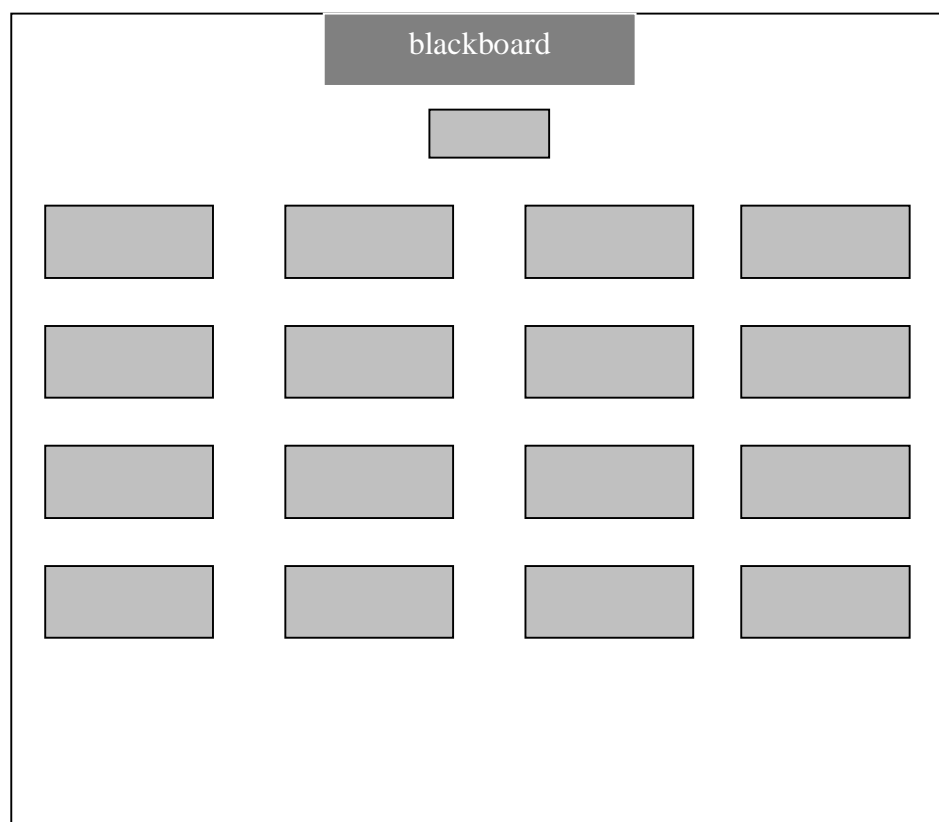
As stated by Coleman in the book of “society and The Language Classroom”, the standard of large classes are intuitive. It depends on a range of factors other than number of students, such as physical conditions and seating. Moreover, Holliday in Coleman’s also said that there was a distance rapport between teacher and students in the large classroom, apart from the over-crowding and poor acoustic in the large classes (1996: 90).

Meanwhile, David Cross (1995: 3) said “a large class feels obliged to dominate in order to maintain control”. Thus, the teacher who are usually used to groups of 12-14 students might be rather threatening if they find a group of 20-40 students, even the condition of over-crowding and poor acoustic emerging in the large classes. Again, Coleman (1996:181) also stated that students are considered in the large classes of between 40 and 100 students. In harmony with Coleman, Nolasco Rob also said that the teacher might relieve when they have 40 students in the classroom because it considers too large for language classroom (1995: 4).

1. Description of the Large Classroom Setting

Large classrooms, as the majority of government school, are built according to government specifications. The classrooms are usually twenty dual desks to accommodate forty students. Often, three students have to share a desk meant for two if the desk is limited. Most of the classrooms have four rows of five or six dual desks. There are narrow pathways between the first and the second rows and between the third and fourth rows. Sometimes, more and more desks in the second and third rows are joined together to make extra spaces for additional tables or chairs if there is an increase in student number (M. Bailey and Nunan, 1996: 124-125). By this condition, the front of the classroom lies within the surveillance zone of the teacher (front zone) and the back is outside the teacher's attention zone (back zone) (Bailey and Nunan, 1996:125-126)

The example of large classroom description proposed by Kathleen M. Bailey and David Nunan





(1996: p.125)

F. Construction of the Theory

Language teaching and learning are essentially social activities. It implies role relationship between teacher and learners, and among learners themselves (Tony Wright, 1987: 10). In this case, the interaction is aimed in term of pedagogical purpose that is improving learners' knowledge and skills (Ann Malamah-Thomas, 1987: 14). In addition to this, the real strength of language teaching program also emerges from the dynamic of the diversity of perspectives about why a given language is being learned and how this should be undertaken which meet and interact in the language classroom (Tudor, 2001: 45).

To realize those ideals therefore, there should be dynamic classroom interaction, in which there is sharing of perspectives between the teacher and students and among students themselves. Within this view, language classroom should be created as a very convenient place to the teaching-learning process. By

Figure 1.

- a. TL= Teacher Lecturers: describes, explains, narrates, directs
- b. TQ= Teacher Questions: about content or procedure, which pupils are intended to answer
- c. TA= Teacher accepts feeling of the class
- d. TD= Teacher describes past and future feelings in a non threatening way
- e. TJ= Teacher jokes
- f. TP= Teacher praises/encourages
- g. TB= Teacher build upon students' responses
- h. TC= Teacher uses mild criticism such as 'no, not quite'.
- i. PR= Pupil Responds directly and predictably to teacher questions and directions.
- j. PV= Pupil Volunteers information, comments, or questions
- k. S= Silence. Pauses, short period of silence.
- l. X= Unclassifiable. Confusions in which communication cannot be understood; unusual activities such as reprimanding or criticizing pupils; demonstrating without accompanying teacher or student talk; short spates of blackboard work without accompanying teacher or pupil talk (p. 48).

In the large classroom, however, when there are forty or more students; and other factors such as the rappings of classroom's participants, the crowded physical conditions and seating; to improve an ideal language classroom is

something difficult. Therefore, it needs teacher's innovation in term of learner-centred approach to be conducted in the classroom. Within this effort, studying a language is an interactive process between the teacher and the learners.

In order to know the teaching-learning process involving the teacher's innovation toward his teaching methodology, the form of classroom interaction and students' involvement in the classroom; the writer uses Nina Spada and Maria Frohlich's COLT Observation scheme, as seen in figure 2 and below are the basic categories of COLT Observation scheme.

1. Time: the starting time of each episode/activity is entered
2. Activities and Episodes: Activities and Episodes are separate units which constitute the instructional segments of a classroom

Class

3. Teacher to Student or class: one central activity led by the teacher occurs, the teacher interact with the whole class and/or with individual students within the central activity.
4. Student to Student or student to class: one central activity led by a students or students occurs
5. Choral work by the students: the whole class, or individual groups, participate in choral work

Group

6. Same task: Groups/pairs of students all work on the same task
7. Different tasks: Groups/pairs of students work on different tasks

Individual

- 8. Same Task: Students work on their own, but on the same task
- 9. Different Task: Students work on their own, but on different task

CONTENT: the subject matter/ theme of activities

Management

- 10. Procedure: Procedural directives (e.g. ‘open your book on Chapter 3!’)
- 11. Discipline: Disciplinary statements, directives (e.g. “I’m getting more and more frustrated with the noise level in this class”)

Language

- 12. Form: reference to grammar, vocabulary, pronunciation, etc.
- 13. Function: reference to function/communicative acts
- 14. Discourse: reference to the way in which sentences (spoken or written) combine into cohesive and coherent sequences such as describing a process (e.g. how to plant a herb garden)
- 15. Sociolinguistics: reference to forms or styles (spoken or written) appropriate to a particular context

Other Topics

- 16. Narrow: topics which refer to the classroom and the students’ immediate environment and experiences
- 17. Broad: topics going well beyond the classroom and immediate environment (e.g. international event, etc.)

Content Control: Who selects the topics (or task) that is the focus of instruction

- 18. Teacher/Text: the topic (or task) is determined by the teacher/or the text

19. The teacher/Text/Student: the topic (or task) is jointly decided by the teacher, students, and/or the text

20. Students: topic (or task) is determined by the student/s

Student Modality: this section identifies the various skills involved in a classroom activity

21. Listening

22. Speaking

23. Reading

24. Writing

25. Other: This categories is included to cover such activities as drawing, acting or arranging classroom displays

MATERIALS: classroom materials in term of text type and source of materials

Types of Material

26. Minimal: Written Text: captions, isolated sentences, words lists, etc.

27. Extended: Written text: stories, dialogues, connected sentences, paragraph, etc

28. Audio: Recorded Material for listening

29. Visual: cartoon, pictures, etc (NB: film and video are coded as audio and visual)

Source of Material

30. L2-NNS (L2- Non-native speaker): material which is specifically designed for second language teaching, such as course book, teacher-prepared exercises, materials, etc.

31. L2-NS (L2-Native speaker): Material originally intended for native speakers of the target language (newspapers, brochures, advertisements, etc.)
32. L2-NSA(L2-Native speaker-Adapted): native speaker material which have been adopted for L2 purposes (eg linguistically simplified or annotated stories and other texts)
33. Student-made: Materials (stories, reports, puppet shows, etc) created by the students (Spada and Frohlich, 1995:14-20).

CHAPTER III

RESEARCH METHODOLOGY

A. Methods of the research

To get deep understanding about the problem being discussed and valid and reliable data, it is very important to know and to use the right method. In this research, the writer uses qualitative method. Qualitative research is the research study that investigates the relationship, the activity, the situation, or the material (Fraenkel and Wallen, 1990: 502). In qualitative research, the study occurs naturally, without manipulating the data. Here, the product of the research is a narrative report with rich description (Johnson and Cristenson, 2000: 312)

In this research, the writer focuses the problems on the students and teacher behavior / attitude, the situation of the classroom and also the interaction between students and teacher and also among students themselves in teaching-learning process. For describing them all, the researcher uses analytic descriptive method. Mason and Brambel in *Research in Education* stated that descriptive research having the goal for describing situation, events, and phenomenon (1997: 37). In harmony with this theory, Johnson and Cristenson explained that:

“The primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not on how to ferret out cause-and-effect relationship but rather on describing the variables that exist in a given situation, and, sometimes, on how to describe the relationship that exist among those variables.” (2000: p.32)

Based on those theories, the study uses qualitative method in the form of case study. As explained by Mason and Bramble, case studies are conducted to improve/foster understanding of how current conditions or characteristics developed for practical reason, for example is to provide better English teaching learning process (1997:39). In the case study, an attempt is made to study a multiple of factors in depth in a single case (p. 41). Besides, Burhan Bungin says that case study is a comprehensive, intent, detail and a depth research, as he states in “Analisis Data Penelitian Kualitatif”:

“Jadi, studi kasus, dalam khazanah metodologi, dikenal sebagai suatu studi yang komprehensif, intens, rinci, dan mendalam serta lebih diarahkan sebagai upaya menelaah masalah-masalah atau fenomena yang bersifat kontemporer, kekinian.” (2003: 20)

In this case study, the researcher observes as much as possible the object by using some methods: observation, interview and document analysis.

B. Description of Setting

The research is conducted in SMA N I Gemolong, one of the government Senior High Schools in Sragen, Central Java. As a description, SMA N I Gemolong is located in Jl. Citrosancakan, Tegal Dowo, gemolong, Srage. It has a number of students about 40 or more in each class. Thus, it can be categorized as a large class; the place the writer conducts the research.

C. Source of the Data

As quoted by Moleong from Lofland (1984; p.47), he stated that the data in qualitative research are words and events, for the additional data can be documents and others (2004: 112). In this study, the data were collected from the information about the classroom interaction in the large classes, especially in the English teaching-learning and also from the event, informant, documents and places.

1. Events

The event is in the form of the classroom interaction of the English teaching-learning process in the large classes. It includes the event/phenomenon, the activities and the attitudes of the teacher and students in the classroom. For getting them, the researcher has conducted the observation in the classrooms for five times as follows:

1 st Observation	Thursday, 5 October 2006	08.30 – 09.45 WIB
2 nd Observation	Monday, 9 October 2006	07.30 – 08.30 WIB

3 rd Observation	Wednesday, 01 Nov 2006	07.00 – 08.30 WIB
4 th Observation	Thursday, 09 Nov 2006	08.30 – 10.15 WIB
5 th Observation	Monday, 13 Nov 2006	12.00 – 13.30 WIB

2. Informant

The writer takes one English teacher for the first year students and five students (pick out) as the informant of this research. The teacher is Atik Siti Sulastri, SPd and the students are Veni Wulandari, Novita Cahya Kartika, Tirani Mahartini, Bunga Christinawati and Evi Handayani. They are the students of the first grade.

3. Document

The documents in this research were written information concerning with the data supporting the implementation of English teaching-learning process in the large classes, such as lesson plan and hand out book. In this research, the writer also uses the tape recorder and photograph as the documentation.

4. Place or Location

The place where the researcher conducts the research has a close relationship with the problems being discussed. It involves the conditions of the place or the activities which are influenced by the conditions of the location/place.

D. Technique of Collecting Data

Data collecting plays a very important role in the research, and in this research, the data are not collected at the “end” of the study. Rather, the collection

of data in qualitative research is ongoing (Fraenkel and Wallen, 2000: 144). Thus, the writer will use some techniques of collecting data as follows:

1. Unobtrusive Observation

Observation is an important way of collecting information about people because people do not always do what they say they do. Here, observation is defined as the unobtrusive watching of people behavior in a certain situation to get the information about the phenomenon of interest (Johnson and Cristenson, 2000: 147). In other words, qualitative observation is usually done for exploratory purposes.

In qualitative research, the researcher is said to be data-collection instrument because it is the researcher who must decide what is important and what data are to be recorded (Fraenkel and Wallen, 2000: 149). Again, according to Johnson and Cristenson, there are two different types of observation. The first is laboratory observation that is the observation done in the lab or in settings that are set up by researcher. The second is naturalistic observation which is carried out in the real world that there is no manipulation to the variables or to control the activities of individuals. In this study, the researcher uses the last type of observation that is naturalistic observation. In this situation, the researcher plays a role as complete observer who fully takes on the role of outsider observer, who views the people through a one-way window or who may sit in the back of the room observing the classroom activities (Fraenkel and Wallen, 2000: 151)

2. Interview

Johnson and Cristenson (2000: 140) stated that an interview is data-collection method in which the researcher (interviewer) asks questions to the participant/informant (interviewee). In qualitative research, interview is done deeply because it can be used to obtain in depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivation, and feeling about topic. In this case, as quoted by Johnson and Cristenson from Patton (1987), the researcher is allowed to enter into the inner world of another person and to gain a deep understanding of that person's perspective (p. 144).

In this study, the writer carries out an informal conversation interview, which is spontaneous and loosely structured interview. Besides, the researcher also does a guided interview that is when the interviewer enters the session, she should bring a plan to explore specific topics and to ask specific open-ended questions to the interviewee. These activities are not done strictly.

The writer took the teacher who conducts the English class for the first year students and also the students who were picked up as the informants in this research. She held the first interview with the teacher on November 16th, 2006 for about 20 minutes from 08.10 to 08.30 WIB. Secondly, the writer interviewed two students, that is Novita and Veni. It was on November 23rd, 2006 in X-C classroom from 13.30 to 14.00 WIB. The third interview, the writer took two students as the informants; Bunga and Tirani. It was on 24th November 2006, from 11.30 until 12.00 WIB. On 25th November 2006, she held the fourth interview with a student named Evi for about thirty minutes, that is from 13.30 until 14.00. So, the number of the informants in the interview was six persons. The writer used

tape recorder and took their photograph. In this case, all the result of the interview is written into field note.

3. Document Analysis

As stated by Amirin (1986: 94), document analysis is hard to be said as one of the techniques of collecting data because the written informations (graphic, document, statistic data, etc) that are got are actually just to prove the result of the interview.

However, Guba and Lincoln in Moleong's state that document is used in the research because it is stable and rich. It also supports the analyzing of the data. Besides that, document is not difficult to be studied because it is not reactive. In addition, having the same opinion with Amirin, Cuba and Lincoln also say that it is useful as evidence to a testing (1989: 161).

E. Sampling

Sampling is the process of drawing a sample from a population. When a researcher samples, she studies the characteristics of a subset (sample) selected from a larger group (population) to understand the characteristics of the larger group/population (Johnson and Cristensen, 2000: 156).

In qualitative research, the researcher must first decide who or what she wants to study to make the focus being proposed or developed relevant. Therefore, the researcher uses "purposive sampling" to describe the process. By

so doing, the individuals or cases are selected to provide the information to address the purpose of the research (p. 180).

F. Validity and Reliability

Validity is the appropriateness, meaningfulness, and usefulness of the inferences that researcher makes based on the data collected, while reliability is the consistency of these inferences over time (Fraenkel and Wallen, 2000: 506).

In qualitative research, validity and reliability depend on the perspectives of the researcher. Thus, all researchers have certain biases (p. 506). Therefore, to ensure that they are not being misinformed, they use 'triangulation', that is the cross-checking information and conclusions through the use of multiple procedures or sources. When the different procedures or sources are in agreement, the researchers have corroboration (Johnson and Cristensen, 2000: 208).

As stated by Sutopo quoted from Patton (1984), there are four techniques of triangulation. The first is called 'data triangulation' or 'triangulasi sumber', that is the use of multiple data sources to help understand a phenomenon. The second is 'methodological triangulation', that is the use of multiple research methods to study a phenomenon. The third is 'investigator triangulation', that is the use of multiple investigators in collecting and interpreting the data. And the last is 'theory triangulation', that is the use of multiple theories and perspectives to help interpret and explain the data (2002: 78-83). In this case, the researcher uses data triangulation, methodological triangulation and theory triangulation.

G. Technique of Analyzing Data

According to Lexy J. Moleong, analyzing the data is called as a process of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advised (2002:103)

In qualitative research, the analyzing of the data involves synthesizing the information that the researcher obtains from various sources (observation, interview, document analysis, etc.) into a coherent description of what have been observed or discovered (Fraenkel and Wallen, 2000: 505). Because the collection of the data is ongoing, it is better for the writer to use an interactive modal of analysis in which the writer will always move among the components during the collection of the data. The three components are reduction of the data, the display of the data, and conclusion or verification (Sutopo, 2002: 95).

1. Reduction of The Data

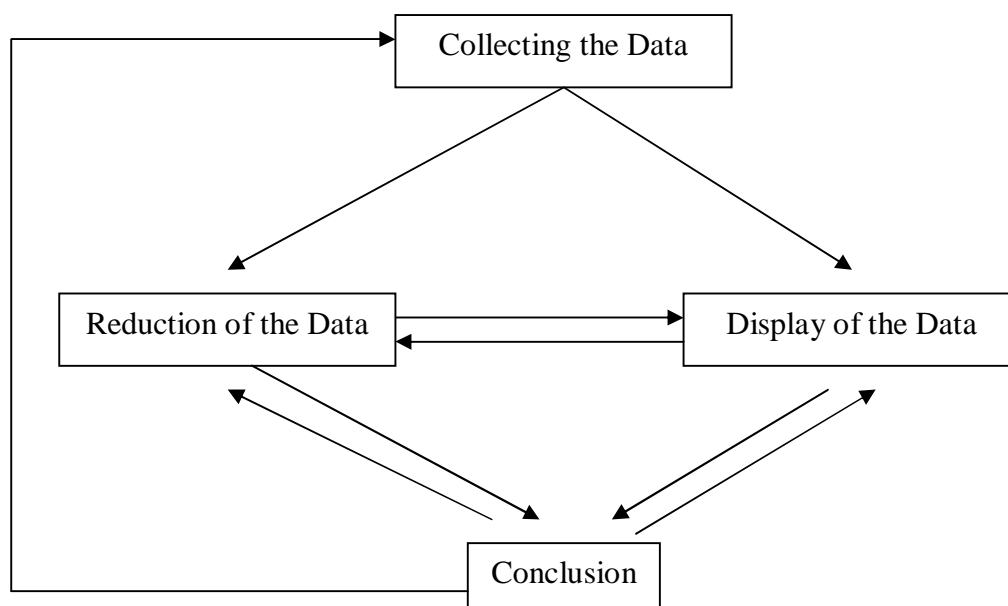
Reduction is the first step in analyzing the data. This process involves selection, focus, simplification and abstraction of the data in the field note. It is done during the research activities. Even the process is started before collecting the data. In reduction of the data, the researcher makes a code, focuses the topic, writes memo, and also limits the problem observed. In short, she will reduce the information if it is unimportant and not supporting the data the researcher needed (Sutopo, 2002: 91-92).

2. Display/Presentation of the Data

Presentation of the data means arranging the information, description, and narration to draw a conclusion systematically and logically. By so doing, everything which happens in the classroom can be understood easily so that the researcher may consider what she should do toward the analysis and may take the other actions based on her understanding (Sutopo, 2002: 92-93).

3. Drawing Conclusion

In drawing conclusion, the researcher makes formulation or accumulation of her interpretation and analysis throughout the course of the study as long. In this case, she writes not only what she has seen each day during observation but also her interpretation of her observation (Sutopo, 2002: 93).



CHAPTER IV

THE RESULT OF THE RESEARCH

A. RESEARCH FINDING

In this chapter, the writer presents several points that answer the problems of the research. The findings are focused on the form of classroom interaction; the opportunity of the students in the front-zone and in the back-zone of the class; the rapport between the teacher and the students; and the role of the teacher and students in the large classes.

To answer those problems of the research, the writer used analytic table, named BIAS (Brown's Interaction Analysis System). The description of BIAS is aimed to analyze classroom verbal interaction in order to find out something about the sort of teaching and learning going on (Thomas, 1987: 48).

In BIAS, there are some basic categories of description, they are:

- m. TL= Teacher lectures: describes, explains, narrates, directs
- n. TQ= Teacher questions: about content or procedure, which pupils are intended to answer
- o. TA= Teacher accepts feeling of the class
- p. TD= Teacher describes past and future feelings in a non threatening way
- q. TJ= Teacher jokes
- r. TP= Teacher praises/encourages
- s. TB= Teacher builds upon students' responses
- t. TC= Teacher uses mild criticism such as 'no, not quite'.
- u. PR= Pupil responds directly and predictably to teacher questions and directions.
- v. PV= Pupil volunteers information, comments, or questions
- w. S= Silence. Pauses, short period of silence.
- x. X= Unclassifiable. Confusions in which communication cannot be understood; unusual activities such as reprimanding or criticizing pupils; demonstrating without accompanying teacher or student talk;

short spates of blackboard work without accompanying teacher or pupil talk.

To implement the BIAS system, a time-line display sheet was used and marked in each column every five seconds or more for the duration of the observation. Sometimes category X, the unclassifiable, has to be elaborated in order to clarify what was happening, for example b = blackboard work, l = students laughed. Once a whole lesson has been coded, percentages can be calculated for each of the categories noted, and a picture of the lesson built up. The picture can usefully be in the form of distribution tables or histograms (p.49). In addition, to differentiate the students' involvement in verbal communication of classroom interaction, the researcher used some codes;

* : The front-zone students involve in classroom interaction

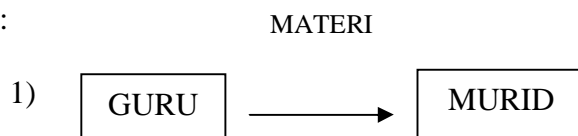
: The back-zone students involve in classroom interaction

1. The Form Of Classroom Interaction in The First-Year Students' Classes of SMA N I Gemolong

Ann Malamah-Thomas states that interaction is an action going reciprocally, an action goes upon each other (1987: 7). It can be preceded harmonically or it can be fraught with tension because every interaction must have the potential for co-operation or conflict. How the situation develops

depends on the attitudes and intention of the people involved, on their interpretation of each other's attitudes and intention (p. 8).

In the first-year students' classes on SMU N I Gemolong, where about 40 students are there, the forms of classroom interaction that happened were:



In such case, the teacher transmitted the knowledge to the students. They accepted it without any complaint or feedback. The procedure implemented in the classroom was also very controlled by the material taught. As the researcher saw in the first until the third observations (see appendices no.3 page 100), the communication was dominated by the teacher talk. On the observations, the percentages of teacher talk, student talk and silent time were very much different, as seen in the following table:

	1 st Observation	2 nd Observation	3 rd Observation
Teacher Talk	52 %	54 %	53 %
Pupil Talk	17 %	14 %	15 %
Silence	16 %	20 %	17 %
Unclassified	15 %	12 %	16 %

On that table, the quantity of Pupil Talk is very much less than Teacher Talk. Even it is less than Silent Time. In addition,

looking at the BIAS table below, it describes that the students were very passive. They preferred keeping silent to responding to the teacher's question. Even, the teacher had to motivate them and made a joke first to get their little speech. However, the teacher herself also did not make any innovation to activate the classroom interaction. She chose to explain the material for a long time. Therefore, it is called teacher-centered.

07.54 – 07.59 (Field note of the 2nd observation)

TL											/	/		/						/
TQ			/	/	/	/							/	/		/				
TA												/								
TD																				
TJ																				
TP									/											
TB																				
TC																				
PR								#												
PV											*									
S			/	/	/							/		/	/	/				
X	d	d	d	d																

d : The students do the task

07.59 – 08.03

TL	/	/				/	/	/	/	/								/	/	/	/
TQ									/	/			/								
TA											/	/									
TD																					
TJ																					
TP			/												/						
TB																					
TC																					
PR									*	#	#										
PV																					
S			/	/	/								/	/							

PR				*		*									#			#				
PV								*		*		*	*					*				
S																						/
X	b															p			l		l	

b : the student who was pointed by the teacher came forward to write the answer on the whiteboard.

p : the teacher pointed the word 'a letter' which was written by a student on the whiteboard

l : students laughed

Explanation:

From the table above, the activity that took place at 08.53 – 08.56 was 'Correcting the homework.' On that date, the English was held at the third until the fourth period of the lesson. While correcting the homework, some students were asked to write the answer on the blackboard (1 b-sign in X). In this case, the student talk was better than the previous observation because there were four marks in row PR and five marks in PV by students in the front-zone and the back-zone. In addition, the percentage of the student talk was also higher than the previous observations; 17 % in the first observation, 14 % in the second observation, 15 % in the third observation, and 18 % in the fourth observation.

From the table above, the teacher made jokes (2 signs in TJ). However, there was no student laughed. The students of the front-zone just gave some comments (5 signs in PV) that made all the students laughed (2 l-signs in X). Besides, the teacher also explained and described the answer in non-threatening way (6 signs in TL and 1 sign in TD). Sometime, she explained it by pointing a word in the board (1 p-sign in X). Looking from the table above, the teacher did not accept the students' responses or comment; and did not give comment, praises and also stimulus (no mark in TA, TP, TB and TC).

Comment:

From the table above, it seems that better communication between teacher and students took place. Besides, the situation also looked relaxed and joyful as shown by the teacher who sometimes made jokes; the students who gave comments, and also laughed. Sometimes, to make a joke is good to refresh the classroom situation. By such condition, it is easier to make the students more active.

From the table above, the activity was started by correcting the homework first. While correcting the homework, some students were asked to write the answer on the blackboard. In this case, there were some students asked question, gave comment or feedback without being asked before. Thus, better communication between the teacher and the students took place.

From that activity, the discussion held on the fifth observation was different from the previous time. Beside there was communication between student and student; there was also teacher-students communication. As the teacher said to the observer on the first interview, they talked to the teacher using English and Indonesian. When the teacher thought that the student was better in English, she made communication in English. Although the communication was sometimes still in Indonesian, at least it could build a close-relationship between the teacher and the students. By so doing, it could make them more active involving in classroom activity. Besides, after it has been confirmed to the teacher, they did want to ask for the solution about their difficulties. Moreover, Crossword Puzzle that they filled was from the students of other class.

In this classroom interaction, it seemed that the teacher has made an innovation toward the teaching source. She did not use LKS as she did on the days before. However, she used the other students' made materials (TTS/crossword puzzle) to be done by the other class. On that occasion, when the students found so many problems, they came to their teacher asking for the solution individually or with their groups directly without disturbing the other groups' discussion (see the explanation of the letter 'k' and 's').

2. The Opportunities of The Students in The Front-Zone and in The Back-Zone of Large Classes of The First Year Students in SMA N I Gemolong

In purely language teaching, the quality of learning will be better if learners are actively involved in the process of language study and in shaping both the content goals and the methodological form of their study programme (Tudor, 1996: 27). By so doing, there should be a consultation and negotiation

between teacher and students to make a decision of language and language learning so that they can assume an informed and self-directive role in their language study (p. 29).

In the large classes, where the classroom space is perceived by the teachers and students as divided into two distinct zones (the front and the back of the classroom), to give all students opportunity to involve in language study is a challenging thing (p. 127-128). The front-zone, as stated by Tudor, seems to be more conducive to learning, and the students in the front have more opportunities to participate in activities. Therefore, they possess a high motivation for learning in the classroom. In contrast to the front-zone, the atmosphere in the back-zone seems to be distracting and nonconductive to work because there is a lot of noise in the back so that the students cannot hear the teacher (p. 135).

The same as Tudor's, some students whom the writer has interviewed said that the back-zone of the classroom was very crowded that made students so difficult to concentrate toward the teacher's explanation.

Pewawancara : Kalau terkait antara jelas dan tidak jelasnya tuh jelas mana antara depan dan belakang?
 Siswa NV : Ya lebih jelas di depan sebenarnya.
 Pewawancara : Konsentrasinya kalau di belakang bagaimana?
 Siswa V : Konsentrasinya kalau di belakang? Setengah-setengah.
 Pewawancara : Setengah-setengah?
 (Field note no. 7, page 171)

However, there were also some students who prefer sitting there to have fun, although they could not concentrate as well, as student E stated in the writer's interview;

Pewawancara : Trus kalau menurut dek E, efeknya kalau kita duduk di depan atau belakang itu bagaimana?

Siswa E : Efeknya tuh nggak tahu pokoknya kalau saya duduk di bagian paling depan gitu... pusing, takut, terus... biasanya kalau saya tuh suka di tengah. Efeknya kalau di tengah itu saya bias ramai tapi juga bias focus. Tapi kalau di sini itu... wah... ramai banget. Tapi saya... ya... untuk pelajaran tadi. Kalau Geografi tuh saya suka. Sukanya itu ya... bias ramai tadi. Kalau bahasa Inggris, saya juga suka di belakang. Efeknya itu...apa ya... kalau buat saya itu ya have fun aja.

Pewawancara : Bisa konsentrasi nggak kalau di belakang?

Siswa E : Nggak bisa. (tertawa)....

(Field note no. 9, page 196)

Based on those reasons, it can be seen that the opportunity for learning language in the front is more than in the back. Hence, the students in the front-zone seemed to be more active than the students in the back-zone, as some students said:

Pewawancara : Terus ini, biasanya antara siswa yang di depan yang di belakang itu aktif yang mana Dek?

Siswa V : Ya tergantung anaknya. Biasanya kalau anaknya tuh agak pintar, otaknya agak encer gitu ya, kalau di belakang ya bias aktif.

Pewawancara : Tapi kok sepengamatan saya, kalau yang duduk di belakang itu kalau nggak ditunjuk kok nggak mau njawab gitu kenapa?

Siswa N : Mayoritas gitu. Kemarin saat pelajaran bahasa Inggris terakhir itu ya kayak gitu. Yang duduk-duduk di belakang itu males menjawab. Nggak tahu kenapa. Terus dikasih tahu gini-gini-gini, jangan ramai terus gitu baru ada yang mau jawab

Pewawancara : Itu kenapa?

Siswa N : Nggak tahu. Itu mungkin e.. pikirannya ya? Saya juga kalau duduk di belakang pas Bahasa Inggris juga kayak gitu. Paling yang di depan sudah menjawab. Gitu.

Pewawancara : O... gitu. Padahal yang di depan belum ngapa-ngapain
(Field note no.7, page 171)

Supporting the above statement, students B also said to the writer that:

Pewawancara : Terus pendapat kalian tentang keaktifan teman-temanmu yang duduk di depan dan yang di belakang itu kira-kira aktif yang mana? Depan atau belakang?

Siswa B : Ya depan lah

Pewawancara : Kenapa?

Siswa B : Kalau depan itu memperhatikan gitu lho. Kalau belakang kan sering gojek gitu. Malah kadang siswa saja harus ditegur sama guru biar gak ramai gitu.

(Field note no. 8, page 185)

Nevertheless, the teacher said that the location was actually not a big problem to get opportunity for involving in language study. The most important thing influencing the students' involvement was their motivation in learning language, although the fact was that the students in the front were more active than students in the back.

Pewawancara : Terus menurut ibu di kelas yang besar seperti itu bagaimana keaktifan siswa? Keaktifan siswa yang duduk di depan dan di belakang itu bagaimana, Bu?

Guru A : Sebenarnya tempat duduk itu nggak berpengaruh. Kalo memang siswanya aktif. Biar pun ia duduk di pojok ya tetap aktif. Kalau orangnya pendiam dan nggak PDan biar pun duduknya di depan ya... tetap saja nggak mau ngomong. Jadi tempat duduk itu ndak terlalu berpengaruh

Pewawancara : Tapi sejauh yang saya amati itu siswa yang aktif ya siswa yang duduk di tengah atau di depan. Kalau yang di belakang itu kalau nggak digethok atau ditunjuk itu nggak mau ngomong.

Guru A : Ya karena dengan sendirinya siswa yang duduk di belakang itu adalah siswa yang kurang PD tadi. Jadi saya pernah lihat itu pas pagi itu siswa-siswa yang kurang PD tadi duduk di depan, pas saya belum masuk, pas pelajaran pagi. Kok pas istirahat, pas saya masuk kenapa kok siswa yang tadi duduk di depan jadi duduk di belakang. Ternyata, siswa yang duduk di depan tadi diganti dengan siswa yang mau, siswa yang aktif ganti duduk di depan. Siswa yang bahasa Inggrisnya agak minim tadi pindah duduk di belakang. Akhirnya kan tetep nggak bias

menjawab. Padahal kan seharusnya nggak masalah tempat duduk. Kalau dia memang aktif, duduk di depan atau di belakang ya tetap aktif. Walaupun dia pasif, di depan pun tetap pasif. Tapi kebanyakanyang pasif itu nggak mau duduk di depan. Mereka kebanyakan duduk di belakang. Karena takut, mungkin takut ditunjuk atau disuruh apa, gitu.

(Field note no. 6, page 155)

Meanwhile, as the researcher saw in every observation, it showed that the students in the front zone were more active than the students in the back. Even, the teacher had to ask several times to make the back-zone students respond her questions, as shown in the fourth observation, one of the BIAS observation.

08.50-08.56 (Field note of 4th observation)

TL			/	/							/								
TQ	/					/							/	/					/
TA																		/	
TD																			
TJ																			
TP							/												
TB				/				/			/	/							
TC																			
PR	*					*		*	#		#	*	*	*					
PV										*									
S						/													
X		1			w														

TL			/	/	/			/		/									/
TQ	/	/							/										
TA																			
TD											/								
TJ						/								/					
TP																			
TB																			
TC																			
PR			*	*						#		#							

relationship. Thus, the teacher has to establish a rapport with the class (Malamah-Thomas, 1987: 14).

In addition to the theory above, Collier (1979), as quoted by Tudor said that good rapport and harmony in the classroom would encourage learning (1996: 90). Tsui, from his study also found that successful strategies used by the teacher to address the problems of students' reticence were those that minimize language learning anxiety, for example by establishing a good relationship with students (1995: 89). By so doing, the classroom management can be done successfully.

In the large classes as in SMU N I Gemolong, the rapport between the teacher and students was still less harmony, even it was so distant, as student E said to the writer in the last interview;

Pewawancara : Terus hubungan antara guru Inggris dengan murid-murid di kelas selama ini tuh gimana?

Siswa E : Kurang harmonis. Jauh... sekali

(Field note no.9, page 199)

Therefore, there was a little motivation for the students to ask something in the class, as student N said "Sebenarnya kalau saya lihat temen-temen itu ya pada bisa. Tapi yang saya herankan pada nggak mau. Pada nggak mau njawab." Besides, students were also afraid of making mistakes or being laughed at their friend if they answered the question or expressing their idea.

Pewawancara : Nah kalau dek B. saat pelajaran bahasa Inggris merasa cukup aktif nggak? Kenapa?

Siswa B : Nggak. Gimana ya? Soalnya tuh kalau mau tanya takut. Takut salah, takut diketawain sama temen-temen gitu.

(Field note no. 8, page 185)

In harmony to those findings, the observer also found that there was a big distant relationship because students were so passive that the teacher gave negative feedback toward the student's answer and behavior. Just like in the first observation conducted on Thursday, 5th October 2006 from 08.25 until 09.45. On that time, the activity conducted in the classroom was reading. Therefore, after one student read a text, the teacher asked one of them to translate it. When none of them translated the text well, the observer heard the teacher said "Disuruh menterjemahkan saja tidak bisa". It was shown by some mark in row TC.

09.35 – 09.45 (Field note of the first observation)

TL				/									/	/	/	/	/	/	/		
TQ			/					/													/
TA																					
TD																					
TJ																					
TP																					
TB																					
TC							/	/					/								
PR		*																			*
PV																					
S	/				/	/			/	/	/										
X																					

Explanation:

From the above table, the activity carried out in the classroom was translated the text. As no one was ready to do translation, the teacher gave some criticisms to the students (3 signs in TC). Consequently, the students kept silent (6 signs in S). Although the teacher had asked them again to translate the text, no one did it. Therefore the teacher explained the text by herself until the time ended (8 signs in TL). From the table above, it can be seen that the teacher dominated the activity. Even, there were only two students in the front-zone giving response. Besides, it also shows that the frequency of TL is more than the others, that is 36,4 % for TL; 13,6 % for TQ and TC; 9 % for PR; and 27,3 for S. Whereas the rest is none. Thus, the total of the teacher used the time is about 91 %.

Comment:

By giving negative feedback to the students who could not do the task well, it will not make them active. Moreover, it can make them under estimate and

passive. It can also make the relationship between the teacher and the students become distant. Besides, as there is no PV, TB, TP, TJ, TD and TA; the situation also did not look interactive. That's why it is so.

In the second observation, the activity was about making a sentence using the words stated in the book. In this time, the writer also found that the students were very passive so that the teacher always gave praises and encouragement to make them active. Besides, she also built the students' ideas by asking something easier.

08.16 – 08.19 (Field note of 2nd observation)

TL					/														/		
TQ		/		/				/					/				/				/
TA												/							/		
TD																					
TJ																					
TP									/					/							
TB									/				/								
TC																					
PR	#		*							#								#			
PV																					
S				/		/	/	/					/	/							/
X																				1	

1: Students laughed

Explanation:

From that table, it can be seen that the students were still passive. It is about 24 seconds communication by the students (4 signs in PR). Whereas the rest of the time (156 seconds) is silent (S) and teacher talk (TL, TQ, TA, TP and TB). The presentages of classroom interaction stated in the table above are 53 % for the teacher talk; 15,4 % for the student talk; 27 % for the silent; and 3,8 % for unclassifiable. In such condition, the students only wanted to respond the teacher's question after she gave praises and built their idea by giving stimulus (2 signs in TP and in TB). Besides, the teacher also had accepted the students' response well (2 signs in TA).

Comment:

Like what the students had said, most of them preferred staying silent rather than making a mistake in giving respond to the teacher because if it happened to them, they would lose their face. Therefore, the teacher should not give up to give them motivation and praises. Yes, because the main role of the teacher is being a motivator and fasilitator.

of the time was used to check the homework, that is about 50 % of the time. Whereas, the rest are 11,5 % for TL, PR, and S; and 15,4 % for TQ.

Comment:

Having long holiday, the teacher still used the same methodology to teach the lesson. Therefore, the activity seemed as if it was very controlled by one textbook. Hence, to make such creative learning activity was far from the ideal.

Meanwhile, when the teacher conducted the lesson interactively as the last observation, the rapport between the teacher and students seemed close. Many students were comfort to ask their problems directly, as seen in the description of BIAS in the last observation (see appendices no. 3, page 145). From the description, it seems that many students were enjoying the lesson and their consultation with the teacher. By so doing, the rapport between the teacher and the students looked close.

4. The Role of The Teacher and Students in The Large Classes of SMA N I Gemolong

1) Teacher Role

Banton, as quoted by Nunan and Lamb, defines that role is a set of norm and expectations applied to the incumbents of particular positions. It is dynamic, not static and is subject to change according to the psychological factors brought by participants into a certain situation and the dynamics of group activity within that situation (1996: 134). In addition, Littlewood also states that there is no direct role of the teacher in the activity. Therefore, she can take part as a communicator, a classroom manager, facilitator, a consultant or adviser, an instructor, etc. (1981: 92-93).

For achieving the goal of the instruction, the teacher in SMA N I Gemolong played not only one role. She sometimes played as a manager, a facilitator, an adviser, as a resource or as an instructor.

a) As a Manager

As a manager, she often motivated the students to involve actively in the class by giving praises and encouragement (TP); and by asking an easier thing to build students' ideas (TB). As seen in the BIAS table of the fourth observation below, when there was a communication activity between students and the teacher, she often provoked the students to explore and build their idea (it was signed by some marks in column TB).

08.45 – 08.48 (Field note 4th (Field note of the fourth observation))

TL							/												/	/		
TQ		/	/				/							/		/						
TA																						
TD																						
TJ																						
TP																						
TB			/				/	/	/	/	/			/							/	
TC	/																				/	
PR								*	*	*	*											
PV																						
S			/	/															/			
X																			b	b		

b : the student who was pointed by the teacher come forward to write the answer on the whiteboard.

Explanation:

When checking the homework as seen in the above table, the students looked passive (4 * in PR). Therefore, as a manager she tried to stimulate/ to build the students' ideas (7 signs in TB). Besides, she sometimes criticized the students who had negative behaviour in the class (2 signs in TC); asked something or gave the students instruction (5 signs in TQ) to write the answer on the board (see sign 'b' in row X), and also explained the material to them (3 signs in TL). From the table above, it can be seen that the teacher often built the students' ideas since there are 26,9 % signs in TB; 7,7 % in row TC and in row X; 11,5 % in TL and in S; 15,4 % in PR and also 19,2 % in TQ.

Comment:

Pewawancara : Itu sebaiknya bagaimana Bu?

Guru A : Nah, itu mbak. Sebaiknya gimana ya mbak? Jadi ya memang kalo kurikulumnya baru seperti ini, siswanya ya ndak sampai 40. Jadi guru itu hafal betul. O.. ini, si ini seperti ini, si B seperti ini. Nah ini, kalo kelas besar seperti ini guru sudah dibuat pusing dengan nilai-nilai seperti itu. Itu saja belum dilakukan sepenuhnya oleh guru lho ya? Itu saja sudah kesulitan, nek harus seperti ini, seperti ini kesulitan. Dan lagi guru itu harus melihat siswa yang banyak itu si ini namanya siapa, si itu siapa, kan tetep pake mikir. Nah itu kan terus materi ndak masuk. Kalo memikirkan materi, terus nilai-nilai itu yang nggak masuk. Jadi akhirnya ya nggak sesuai dengan yang diharapkan hasilnya.

(Field Note No. 6, page 154)

d) As a Facilitator

As a facilitator, she always gave the students feasible learning media although there were very limited learning facilities there. Even, the Language laboratory was still constructed. Therefore, many students did not satisfied with the source and learning media. Nevertheless, the teacher also tried to make an innovation toward the teaching materials, for example by asking the students to make a discussion or to do the other students' work, as the teacher did in the last observation.

2) Student Role

Students are very crucial in the classroom because they are the participants in Classroom Interaction. In the first year students' classes of SMA N I Gemolong, the students were not active enough. Only for responding the teacher's close question, they needed to be encouraged very

teaching methodologies were almost the same all the time (discussing the content of LKS), they felt bored. As seen in the COLT scheme observation (Appendix no.5 page 194-197), the teacher's methodologies were monotonous. It was very strictly and very controlled by the textbook. Only a little she made an innovation such as making discussion or group work, as seen in the fourth and fifth observation (See appendix no. 5 page 199-200). In such situation, students were more active than usual. They were not afraid to ask for suggestion or advice toward their problem to the teacher, as seen in the description of BIAS in the last observation.

B. DISCUSSION

From the English teaching-learning process in the large classes of the first year students in SMA N I Gemolong, the writer found that most of the classroom interaction was still teacher-centered because the teacher often dominated verbal communication in the classroom. Besides, she also seldom made an innovation toward the method of the teaching-learning process. She usually used one recommended textbook to teach. The students' opportunity to practice their English was also limited because the teacher usually conducted the lesson based on that textbook. In fact, the textbook used in the class was not appropriate for them.

Moreover, there was only a slight of student talk in the learning activity because most of them were afraid of making mistakes and losing face. Thus, the students were still in the stage where they just responded what the

teacher asked or said. Besides, the teacher also dominated the material given in the teaching process because she did not give a chance for the students preparing their own practice material to be used in the classroom at all. However, when the teacher gave them a chance to make a discussion, the language learning seemed very interesting for them. In such situation, there were teacher-students interaction and student-student interaction although still using their first language.

In fact, the effectiveness of language education needs the involvement of the students in their language study and in the decision-making of the content and form or method of language teaching, namely learner-centred approach (Tudor, 1996: 27-28). Tudor, again, stated Deller and Campbell's opinion that Learner-Centred Approach is a solution for the problems emerge in the large classes and caused by inadequate coursebook;

“On a very practical level, Deller says that she found learner-centred activities to be a means of countering the difficulties caused by large classes, low-tech materials or inadequate coursebook. The last point is echoed by Campbell and Kriszewska, who found that a learner-based mode of teaching offered a way of overcoming the dissatisfaction generated by coursebooks which ‘did not meet the real needs and interests’ of learners.” (Tudor, 1996: p. 13)

By so doing, language teaching will be more effective if teaching structures are made more responsive to the needs, characteristics and expectation of the learners, and also if learners are encouraged to play an active role in the shaping of the study programme. Furthermore, the students of SMA N I Gemolong also have stated that they actually wanted to have a share with their teacher about the teaching methods they like. Hence, learner-centred approach reflects a widespread desire in the language teaching community to develop

means of allowing learners to be more active and participatory in their language study (p.1). Indeed, if such condition can be implemented, good classroom interaction will be proved.

In addition to those, the students' opportunity for learning language in the large classroom was not the same. The students who sat in the front zone could accept the lesson well, whereas the students of the back zone could not hear the teacher's voice and could not read the letter on the board well. Even, they often made a noise sound in the back. Therefore, the students of the front zone were more active than those of the back zone. However, there were also some students preferred sitting in the back because they wanted to have fun or to hide from teacher's question. They were the students who felt underestimated in learning English or who did not like the English or the teaching methodology.

By such condition, if the teaching strategy is not created and managed to be more innovative, the quality of students' involvement will not enhance. In fact, the language study is concerned with learners' involvement (Tudor, 1996: 26).

Furthermore, Allwright and Bailey stated that classroom management is made for giving all students the best opportunity in learning language;

“We do not manage interaction purely for its own sake. We manage interaction in the language classroom for the sake of giving everyone the best possible opportunities for learning in the language. In fact, everything we do in the classroom, any of us can make a difference to what anyone else in the class could possibly learn from being there. In this way, managing interaction and managing learning could come together.” (1991: 21)

So, every time the teacher asks something to a certain student, then the other can pay attention and learn something from what has been discussed.

Meanwhile, because of the atmosphere of the teaching-learning process was sometimes different, the relationship between the teacher and the students was also not the same. When the teacher walked around toward the students, some of them were comfort to ask something to the teacher personally. The teacher sometimes also paid attention to the students who seemed confused about the material being taught. By so doing, a good relationship between teacher and students could be maintained, as stated by Brown (1994: 231), "A key to successful classroom management is a good teacher-students relationship".

However, when the teacher conducted the teaching-learning process strictly and formally, it seemed that there was a distant rapport between the teacher and students, even less when the teacher gave negative feedback or error treatment toward the student who made a mistake. It could make them felt underestimated to involve in classroom interaction. Hence, the classroom interaction sometimes looked so passive.

Therefore, there were three aspects the teacher should remember. They were the syllabus, the method and the atmosphere of the classroom. If the syllabus is conducted interactively, the atmosphere of teaching-learning process will also be relax and conducive for learners to study.

Moreover, in such classes, the teacher always tried to be good facilitator, manager, resource and an instructor. She often explained the materials to the students shortly. By this way, it was hoped that the students would learn the

materials stated in the course book independently. In fact, so many students still did not understand the teacher's explanation. Hence, she often explained it again to the students (teacher as a resource), although the basic reason of this was the technique of teacher's explanation. She seldom used the board to explain something in the class although it was the only instrument there, even lack of other instruments, which were made or brought by her. Furthermore, as a facilitator, the teacher did not provide a variative methods and sources of learning well so that there were many students felt bored. The teaching-learning process was always conducted in the classroom because there was no language laboratory yet. Still, she often motivated the students to involve in the learning activity and gave them solution toward their problems.

As the manager, she often gave motivation and conducted the discipline a little bit strictly to the students. Hence, the students became more active and discipline. However, the teacher sometimes did not manage the time of the lesson well when she conducted discussion in the classroom. She often let the time flowed with the tudents' activity. She did not make a limitation to that activity. Therefore, it made many students get indiscipline toward the duty they had to do at that time. The process of learning was also seemed not to be planned well.

Meanwhile, the students were not active in learning language. There was so much more silent time and teacher talk than student talk in the classroom interaction. Besides, they were very controlled by the teacher because there was a little student's volunteer information or comment toward the teacher talk. They were also not involved in even one of the decision making of teaching

methodology, even the teaching materials. Indeed, the success of classroom interaction is when there is share meaningfulness between the teacher and the students (Tudor, 2001: 43).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, the writer comes to the conclusion of the research. Based on the research finding and the discussion, the writer finds that the form of

classroom interaction in the large classes of the first year students in SMA N I Gemolong was mostly teacher-centred. Besides, there was also teacher-students interaction, student-students interaction, and student-student interaction and their consultation to the teacher. Teacher-student interaction was maintained when there was teacher question toward the student. Thus, the students only gave respond shortly. In addition, there were also few students who gave feedback, statement or question to the teacher for so long. Meanwhile, when there was discussion in the class, student-student interaction was taken place although using first language. The students could also have consultation to the teacher if they had a problem that could not be solved in the discussion. Here, there was student-student interaction and their consultation to the teacher.

In the large classes of SMA N I Gemolong, the opportunity of the students to involve in learning activity was also different. In this case, the students of the front-zone were more active than the students of the back-zone. In the front-zone, the students could hear the teacher's explanation or teacher's question well, whereas in the back-zone, the students could not. Thus, there was an assumption that the students who sat in the back were those who were less in English than the others or having no motivation to learn English.

In addition, the rapport between the students and the teacher was sometimes changing. It was caused by the atmosphere of the teaching methodology. If the atmosphere was relax, for example, when the teacher made direct communication to the students; such as giving them motivation, stimulus, or a joke; when the teacher walked around to the students; or when she made a

discussion, the teacher-students relationship seemed close. In this case, the students often asked something to the teacher. However, when the teacher conducted the teaching-learning process strictly or very formal, the rapport between the teacher and students was very distant, even when the teacher did not give any attention to the students' difficulties; or when she gave negative feedback. Therefore, many students were afraid of asking questions or exploring their idea. They preferred keeping silence to losing face.

In the teaching-learning process, the teacher played not only one role. As a facilitator, she gave the students materials to be learnt so that the learning situation can run well. As a manager, she conducted the learning activity as well as she could make the learners enjoy the lesson. By this way, the teacher could motivate the students who were less motivated to make them more active in the language study. Besides, she often played classroom's discipline to apply the students' awareness of their duty and their responsibility in the learning process. By so doing, the teacher could control the students' behavior in the teaching-learning process. As a resource or a consultant, the teacher always gave the students new knowledge and solution when the students had problems. In this case, the teacher should be more professional in her field.

However, as a facilitator, she has not provided a various sources of study such as various available course books and practice material yet. She was still controlled by only one or two books. Therefore, learning language seemed monotonous. Besides, as a manager she often did not prepare the lesson plan well

so that much of the time was useless. The methodology was also not various so that many students felt bored and did not active in the teaching-learning process.

Moreover, the students were also not active in the classroom. If they were not asked or encouraged, they would not involve in language study. There was only few students asking or giving the idea in the teaching learning process. However, when the classroom activity was in the form of group work such as discussion, they would become more active than usual although they used the first language in much more time of the discussion.

Finally, a large number of the students also became an obstacle for the teacher to evaluate the students' behavior and involvement in the language teaching-learning process. In fact, the evaluation of the language study was based on the students' involvement in practicing their language skills in the classroom, those are speaking, reading, listening and writing skill. By this situation, for monitoring the students' progress in learning language also became something very difficult for the teacher.

B. IMPLICATION

The result of this study has implications in the process of teaching and learning English, as in the following:

1. The way the teacher teaches subject matter determines the effectiveness of classroom interaction. As long as the teacher keeps on improving her/his methodology in teaching English so that she knows the characteristics of all students (their way of study and their intelligence), she will be able to make

appropriate methods to teach subject matter and to evaluate the students' achievement. By so doing, she will be able to improve the students' capability in learning English well.

2. The feature of an effective classroom is very important for the teacher to make good relationship with the students. In such condition, there will be conducive situation for the teacher and the students to have share about the materials and the way to teach English. Therefore, their imagination of effective teaching and learning English will come true by reducing the number of the students.
3. Considering the fact that an effective classroom interaction is like something people do together, it requires the students' involvement in the process of teaching and learning English actively. Therefore, The English teaching-learning process is not teacher-centred anymore, but it should be learner-centred.

C. SUGGESTION

After analyzing the data and making the conclusion, the writer has some suggestions for the school, the teacher, and the students in order that the English teaching-learning process in SMA N I Gemolong will keep on improving.

The suggestions can be described as follows:

1. To the school
 - a. As the language laboratory is still being constructed, it is better for the school to make good regulation. By so doing, when it has been ready to be used, it can be optimalized for improving students' language skills and the

teaching technique so that the students have a big chance to practice their language skills.

- b. It is better for the school to limit the number of the students in the classroom about thirty or less so that the teacher will not be too difficult to make an evaluation to the teaching-learning process she has conducted. By so doing, the teacher can monitor the students' progress of their language skills and their behavior in the classroom easily.

2. To the teacher

- a. It is better for the teacher to create teaching methodology in various ways, and various instruments to study to keep the students enjoying the classroom situation. By so doing, they can involve in the classroom actively.
- b. In conducting the methodology and the materials being taught, it is better for the teacher to make a discussion with the students. Hence, the students will have a responsibility and big desire to improve their language skills. Besides, they will also have sense of self-belonging toward the language learning.
- c. The teacher should conduct the study not only in the class but also in the laboratory or in the real world, for example by taking the students to visit a certain place to practice their English with natives. It will be more effective to improve their motivation in learning language and also their learning experience

- d. The teacher should give an exercise to the students not only from the textbook but also from other sources such as from television, novel or newspaper. By so doing, the students will be more creative and independent to learn language.
- e. To make good classroom management, it is better for the teacher to improve her relationship with the students by conducting the classroom more relax and cooperative because the success of classroom management is based on a good relationship between teacher and students.

3. To the Students

- a. As language learners, the students should be active in the classroom because language is not what in our mind but what we utter. They should not be afraid of making mistakes and of loosing face because a good language learner should not be inhibited.
- b. The students must be aware that if they want to be able to speak English, they should practice the language they have learnt.
- c. The students should not be afraid of giving the teacher suggestion about the methodology and the materials they want to learn.

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The Instrument of the Interview with the Teacher

1. Sebelumnya, bisakah ibu mengisi kurikulum vitae?
2. Sebelum mengajar, apa saja persiapan yang ibu lakukan?

3. Apakah ibu menyiapkan rencana pengajaran/Lesson Plan?
4. Di dalam kelas, metode apa yang ibu gunakan dalam mengajar bahasa Inggris kepada siswa?
5. Apakah ibu biasa menggunakan media di dalam kelas? Media apa yang sering ibu gunakan?
6. Bagaimanakah seharusnya situasi belajar mengajar bahasa Inggris di dalam kelas?
7. Kendala apa saja yang ibu hadapi dalam mengajar di dalam kelas?
8. Menurut ibu, bagaimanakah keaktifan siswa secara umum di dalam kelas?
9. Apakah yang mempengaruhi sikap (keaktifan) mereka di dalam kelas?
10. Apakah jumlah siswa yang ada di kelas mempengaruhi keaktifan siswa dalam proses belajar mengajar?
11. Bagaimana keaktifan siswa yang duduk di bagian depan dengan siswa yang duduk di bagian belakang? Menurut ibu, lebih aktif yang mana antara siswa yang duduk di depan dengan siswa yang duduk di belakang? Mengapa?
12. Bila siswa pasif, apa yang sering ibu lakukan untuk membuat mereka aktif?
13. Mengapa ibu sering menunjuk siswa untuk maju atau menjawab soal?
14. Mengapa ibu jarang sekali menggunakan blackboard atau whiteboard?
15. Di dalam kelas, apa yang sering ibu lakukan? Menerangkan/memberikan mereka peluang untuk bekerja mandiri atau berkelompok/mengarahkan murid-murid dalam belajar bahasa atau bagaimana?
16. Bagaimanakah seharusnya peran guru di dalam kelas?
17. Di dalam kelas bahasa, dalam hal apakah siswa terlibat aktif mengungkapkan ide-ide dan permasalahan mereka?
18. Menurut ibu, hubungan yang baik antara guru dan murid di dalam kelas itu bagaimana?
19. Bagaimanakah hubungan antara ibu dan murid-murid di dalam kelas? Dekat atau jauh?
20. Di dalam kelas, pernahkah murid mengungkapkan permasalahan yang mereka hadapi kepada ibu?
21. Bagaimana frekuensi penggunaan bahasa Inggris di kelas ibu?

22. Pada saat pelajaran bahasa, pernahkan ibu menyuruh siswa untuk belajar kelompok di dalam kelas, misalnya diskusi atau debat?
23. Di dalam kelas, bagaimanakah kualitas kejasama antar murid? Kalau dalam penggunaan bahasa inggris bagaimana?
24. Menurut ibu, di dalam mengikuti pelajaran bahasa Inggris, bagaimanakah seharusnya peran/sikap siswa?

The Instrument of The Interview with the Students

1. Apakah kalian menyukai pelajaran Bahasa Inggris? Kenapa?

2. Bagaimanakah suasana saat pelajaran bahasa Inggris? Interaktif ,menantang atau menjenuhkan? Mengapa?
3. Bagaimana pendapatmu tentang guru bahasa Inggris saat mengajar di dalam kelas?
4. Metode apa yang sering guru bahasa Inggris lakukan di dalam kelas?
5. Apakah guru Bahasa Inggrismu selalu menerangkan segalanya kepadamu/murid-murid di kelas?
6. Pada jam pelajaran bahasa Inggris, apakah kamu menyukai model belajar secara individual atau secara kerjasama kelompok?
7. Dalam hal apakah bekerja/belajar sendiri lebih mudah dan menyenangkan?
8. Dalam hal apakah bekerja/belajar secara kelompok lebih mudah dan menyenangkan?
9. Permasalahan apakah yang kamu hadapi saat belajar Bahasa Inggris kelompok di dalam kelas?
10. Pada jam pelajaran Bahasa Inggris, apakah guru bahasa Inggris pernah menyuruh kalian untuk belajar secara kelompok untuk memecahkan masalah yang berkaitan dengan bahasa Inggris?
11. Apakah guru bahasa Inggris pernah menanyakan kepada kalian tentang cara belajar bahasa yang kalian sukai?
12. Apakah guru bahasa Inggrismu senantiasa berada di depan kelas saat mengajar?
13. Apakah guru bahasa Inggrismu selalu menggunakan buku paket/buku panduan saat mengajar?
14. Apakah guru bahasa Inggrismu pernah menanyakan kepadamu apa yang ingin kamu lakukan di kelas bahasa Inggris?
15. Apa yang kamu rasakan pada saat pelajaran bahasa Inggris?
16. Menurut adek, bagaimana seharusnya proses belajar bahasa Inggris?
17. Apakah kamu suka menolong teman yang mengalami kesulitan dalam memahami pelajaran Bahasa Inggris di dalam kelas? Bagaimana kamu menolongnya?

18. Atau malah kamu yang suka ditolong oleh temanmu? Dalam hal apa dan bagaimana?
19. Apakah kamu merasa nyaman/ PD bila bertanya tentang sesuatu yang tidak kamu pahami tentang pelajaran Bahasa Inggris di kelas?
20. Apakah kamu merasa tidak nyaman bila menggunakan ide orang lain? Mengapa?
21. Di dalam kelas, dimanakah posisi yang paling kamu sukai? Depan atau belakang? Kenapa?
22. Bagaimana pendapatmu tentang posisi duduk di bagian depan dan di bagian belakang?
23. Secara umum bagaimana pendapatmu tentang keaktifanmu dan teman-temanmu saat pelajaran bahasa Inggris?
24. Bagaimana pendapatmu tentang keaktifan siswa yang berada di depan atau di belakang?
25. Pada saat pelajaran bahasa Inggris, bahasa apa yang sering kamu gunakan? Bahasa Indonesia atau bahasa Inggris?
26. Apakah kamu merasa cukup aktif di dalam kelas Bahasa Inggris? Kenapa?
27. Guru bahasa Inggris yang seperti apakah yang kalian sukai?
28. Apakah guru bahasa Inggrismu adalah seorang yang perhatian kepada semua murid-muridnya di dalam kelas?
29. Bagaimanakah seharusnya peran seorang guru di dalam kelas?
30. Bagaimanakah seharusnya peran murid di dalam kelas?
31. Bagaimana pendapat kalian tentang jumlah siswa yang ada di kelas? Dengan jumlah 40 seperti itu ideal tidak untuk belajar bahasa Inggris? Kenapa?
32. Apakah jumlah tersebut mempengaruhi keaktifan siswa?