STRATEGI INTERAKSI KELAS YANG DILAPORKAN OLEH GURU DALAM MENGAJAR BAHASA INGGRIS DI SMK DI INDONESIA

Classroom Interaction Strategies Reporterd By the Teacher In Teaching English At Vocational High School In Indonesia

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat strategi interaksi kelas yang dilaporkan guru pada saat mengajar bahasa Inggris di SMK Negeri 10 Padang. Jenis penelitian ini adalah kualitatif, partisipan dari penelitian ini adalah guru ESP (bahasa Inggris Untuk Tujuan Tertentu) sebanyak 1 orang guru di SMK Negeri 10 Padang tahun akademik 2022/2023. Instrumen yang digunakan dalam penelitian ini adalah Interview. Peneliti melakukan analisis data dengan mentranskrip interview, sesuai dengan respon yang diberikan guru. Hasil dari penelitian ini menunjukan bahwa guru ESP di sekolah tempat penelitian menggunakan 4 strategi interaksi di dalam kelas antara lain, "control of interaction or interaction management strategies, elicitation or questioning strategies, speech modification or feedback strategies and repairing or error treatment strategies". Meskipun dilaporkan dalam interview bahwa guru target penelitian menggunakan ke 4 strategi tersebut, akan tetapi ada beberapa sub-indikator yang tidak digunakan oleh guru karena beberapa alasan seperti tidak bagus dan tidak cocok diaplikasikan oleh guru saat mengajar di dalam kelas.

Abstract

The purpose of this study is to see the class interaction strategy reported by teachers when teaching English at SMK Negeri 10 Padang. This type of research is qualitative, the participants of this study are ESP teachers (English for certain purposes) as many as 1 teacher at SMK Negeri 10 Padang Academic Year 2022/2023. The instrument used in this study was interview. Researchers conduct data analysis by transcript interview, according to the response given by the teacher. The results of this study show that ESP teachers in schools where research uses 4 interaction strategies in the class, among others, "Control of Interaction or Interaction Management Strategies, Elicitation or Questioning Strategies, Speech Modification or Feedback Strategies and Repairing or Error Treatment Strategies". Although it was reported in the interview that the teacher's target teacher used the 4 strategies, but there were several sub-indicators that were not used by the teacher for several reasons such as not good and were not suitable for the teacher when teaching in the classroom.

INTRODUCTION

As a person who provides instruction or education, a teacher plays vital roles in the lives of the students in the classroom. The role of teacher is also to impart education and encorage learning, it is never ending topic in all educational setting. One of the main roles of teacher is as mediators wich is in order to successfully fulfil their roles teachers are required to possess a number of qualities which include interaction strategies. Interaction is one of the important things because through interaction students can develop their language system. The teachers have to facilitate learning by encouraging the students to speak and give opportunities to the students to express their skill on it.

(Mudianingrum et al., 2019) classroom management refers to what the teacher does to organize students, space, time, and materials, so the student learning can take. It was the established the social-emotional learning and effective learning context. It means that the teachers did not only give the material for the students, the teachers have an important role in managing his class by giving full

attention to his students with the aim of whether the students pay attention to what the teachers are doing in the classroom.

Teachers may accept feelings, praise and accept students' ideas instead of merely lecturing, and similarly, students may be encouraged to initiate conversation more, instead of only responding to teachers. classroom interaction can be developed by applying different strategies for helping students to communicate. Teachers help students by asking questions, choosing appropriate topics and providing them with comprehensible input. Students can improve their interaction skills by deploying a variety of communication strategies (Dagarin, 2004).

Basically, people need communication or interaction with others. To do this, they need language to express their feeling, ideas and desires to others. English as an international language is widely spoken all over the world. In Indonesia, it is a foreign language, it has very important roles in some aspects of life such as science, technology and educational fields as well. Interaction has a similar meaning in the classroom. The researcher might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.

In the classroom interaction, teacher and students have a reciprocal effect upon each other through which they say and do in the classroom. This aspesct succeeds the transmission of the message between teacher and students (Amaral et al., 2013). The teacher and students do not separate part in the classroom because they play part of the classroom like asking and giving. Meaningful interaction with others in the target language in the classroom is more important in language learning.

Interaction in classroom occurs when the students actively give respond such as giving idea/ideas, ask/answer question from the teacher. Interaction that occurs between teachers and students are usually two-way communication. Interaction in classroom occurs when the teacher do initiation in question form and the students give the respond to answer it. Classroom interaction strategies are one of the keys to the success of teachers in providing learning in the classroom because the presence of a good communication or a good strategy of classroom interaction will have a positive impact on the results and goals to be achieved. In this research the researcher focus on four types of interaction strategies which is control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies.

Classroom interaction strategies are important in the EFL vocational school classroom since the teaching and learning emphasizes the use of English as a medium of communication also classroom management is one of the skills that must exist and is a skill that will make a teacher to be a professional educator. Throughout the lesson teachers' and students' interaction is considered the most important because through interaction students can develop their language system (Xuerong, 2012). It means that Interaction strategies in the classroom are very important in terms of media in learning English as a communication medium for teachers and students in the classroom. The researcher choose only focus on four types this interaction strategies because after read some journal and find this four types are students Centered Learning (Student Centered Learning) is a 2013 curriculum learning that places students as subjects for learning, meaning that students themselves take steps (actively) in the context of learning that have been carefully designed by the teacher. Classroom management where the teachers must have this expertise is a teacher's ability to manage all activities in the classroom and of course activities related to teaching and learning in the classroom. Management ability is not only fixed in

terms of time, procedures for delivering material to students, this class management includes everything that affects the atmosphere in the classroom, such as controlling the course of the class so that the class is in controlled, so that teachers or students are in a comfortable position in learning activities and with thus, the learning objectives will be achieved easily. Classroom interaction strategy is closely related and is also a skill that a professional teachers must have in carrying out their duties.

From those definitions about classroom interaction the researcher thinks that classroom interaction is important for teacher and students. Interaction of course with speak is modal to speak with each other. As example when teacher and student speak in classroom it can be interaction. In this time the researcher sees that interaction between student and teacher in class just says yes or no. Teacher and student do not talk too much, usually the student feel shy to ask to the teacher or worried, especially the student in SMKN 10 Padang. The researcher found phenomena classroom interaction in English class at SMKN 10 Padang, most of students' have difficulties to speak English because they do not have enough opportunity to speak. From this, the teacher have to apply the best classroom interaction strategies to avoid this case and make the classroom more interactive to students. The purpose of this research is to analyze of what classroom interaction strategies used by the teacher in teaching English at Vocational High School.

Moreover, the phenomena above were faced in classroom, the researcher interested in studying classroom interaction strategies used by the teacher on one of the vocational high school in Padang. Researcher conducted this research at vocational high school 10 on the grounds that graduated from the school and wanted to examine what strategies were used by English teachers at the school.

METODOLOGI

Related to the purpose of this research, the researcher have decided to use qualitative approach with the descriptive research design. The researcher used descriptive research because researcher had focused on classroom interaction strategies are is used by teacher during teaching process at vocational high school 10 Padang. The aim of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). It means that to reflect or define in detail the phenomena that come to pass in the field and describe the characteristic forms of these phenomena. In this research, the researcher desires to describe what interaction strategies that used by the teacher in teaching learning English at Vocational High School 10 Padang.

FINDING AND DISSCUSSION

The tittle of this research is classroom interaction strategies used by the Teacher in teaching English at Vocational high school in Indonesia. Answer the researcher question from the research. (Xuerong, 2012), excellent English teachers use some classroom strategies to stimulate students to speak at class in order to create an interactive classroom.

Some theoretical and practical guidance to language teachers, especially young teachers, and help them know more about efficient classroom strategies to improve their teaching efficiency; it may also provide some insights into the subject matter and, though having its limitations.

Based on the result of observation and interviews, researcher describe "classroom interaction strategies used by the teacher in Vocational High School 10 Padang".

First, Control of interaction or interaction management strategies. The researcher found 8 of 10 sub indicators are used by the teacher because there are two sub indicator which is not be used by the

teacher are not in accordance with the curriculum that is being used where the teacher should only be a facilitator or student center. At the time of the study, the researcher saw that the target teacher used almost all of the sub-indicators contained in the control of interaction or interaction strategy but did not find two sub-indicators contained in this strategy. The first sub-indicator is the teacher explains the full learning material by himself without involving students. When the researcher was in the classroom, the researcher saw the teacher occasionally giving students the opportunity to read the material in the book or on the blackboard so that the students did not just listen to the teacher's explanation. Then in the second sub-indicator about organizing classes in the form of groups or pairs, this strategy is not always used by teachers because it adapts to the current topic.

Second, Elicitation or questioning strategies. The researcher found 9 of 10 sub indicators are used by the teacher because there is one sub indicator which does not have to be done by a teacher when teaching, because it will break the spirits of other students in the class. At the time of the study, the researcher saw the target teacher using almost all of the sub-indicators contained in the elicitation or questioning strategy, but only one sub-indicator was not seen by the researcher. The sub-indicator is teacher only ask to students who is active at the class only. The teacher when the researcher conducted class observations did not distinguish between students in the class, the teacher threw questions to all students involved in the class and did not look at only active students.

Third, Speech modification or feedback strategies. The researcher found 5 of 7 sub indicators are used by the teacher because there are two sub indicator should be given to students when students express their opinions, such as giving praise or criticizing. However, the teacher should also provide an evaluative manner when responding to students' answers. At the time of the study, the researcher saw that the target teacher used almost all of the sub-indicators contained in the speech modification or feedback strategy. Researchers saw the teacher doing according to the strategy being studied, such as giving attention and smiling to students who tried to respond to a question and giving praise every time a student finished responding to something.

Fourth, Repairing or error treatment strategies. The researcher only found 2 of 7 sub indicators are used by the teacher because there are 5 sub indicator a teacher should not do it when responding to student answers in class because it can make students embarrassed and in the future have no desire to try to answer again in class. A good teacher will listen first to what students are trying to convey in front of the class rather than interrupting the student's conversation even though the answer is not what they want, and respond when the student has finished with the response he gave. A good teacher also responds to all errors that are expressed by students even though they are small mistakes so that in the future students are more careful with what they will convey. At the time of conducting the research, the researcher saw that the teacher used only two sub-indicators in the repair or error treatment strategies which is a good action in responding to the answers given by students. However, there are some sub-indicators that are not used by the teacher, such as interrupting the student's conversation when the student gives an answer. The teacher only listens to all the responses given by the students even though the responses given do not lead to the expected answer.

CONCLUSION

This study has conclusions and suggestions that are also important for this study. In conclusion, the researcher reveals from the core ideas discussed in

this study. Then, for these suggestions are ideas in the classroom interaction that used by the Teacher when teaching learning English. From the data the researcher got in analyzing what interaction strategies used by the Teacher in teaching learning English. It was found that the indicators based on the classroom interaction strategies almost all of them are used by teachers who are the target of research, but there are some indicators that are not used because according to the Teacher it not suitable for use in the classroom and it can reduce the level of confidence of students to be active in the classroom.

Suggestion

After this research is completed, the researcher writes some suggestions that may be useful for the readers: For teachers, this study only examines 4 classroom interaction strategies, there are many strategies that teachers can use. The Teacher can use a variety of strategies to simplify and make their classes very interesting and liked by students so as to create a comfortable classroom atmosphere. For the next researchers, hopefully this research can be a good reference and there are variety of classroom interaction strategies that can be researched for a broader and in-depth study.

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