



The Description of Teacher-Students Interaction in English Speaking at the Tenth Grade of SMA Negeri 3 Gunung Sitoli in 2022/2023

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Abstrak

Tujuan penelitian ini untuk mendeskripsikan interaksi antara guru dan siswa yang terjadi dalam pembelajaran Bahasa Inggris di kelas X MIPA 1 SMA Negeri 3 Gunungsitoli, dengan menggunakan deskripsi analisis. Pendekatan yang digunakan yaitu pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah guru dan siswa di kelas X MIPA 1 SMA Negeri 3 Gunungsitoli. Objek penelitian adalah interaksi guru dan siswa dalam pembelajaran Bahasa Inggris. Teknik pengumpulan data yang digunakan adalah teknik observasi, dokumentasi dan lembar pertanyaan. Hasil penelitian menjelaskan bahwa motivasi, lingkungan sekolah dan jadwal pembelajaran yang kurang sangat mempengaruhi proses interaksi antara guru-siswa dalam proses pembelajaran. Respon siswa lebih banyak berbicara menggunakan Bahasa Indonesia, untuk berkomentar maupun bertanya. Interaksi yang terjadi adalah interaksi dua arah, hal ini berkaitan dengan keterampilan berbicara dan karakteristik materi yang diajarkan. Peran Guru dalam pembelajaran yaitu memaparkan dan memberi pertanyaan kemudian dijawab oleh siswa. Interaksi yang terjadi berkaitan dengan karakteristik materi yang diajarkan dan keterampilan yang harus dicapai oleh siswa setelah pembelajaran selesai.

Kata Kunci: Interaksi, Guru dan Siswa.

Abstract

The purpose of this study was to describe the interactions between teachers and students that occur in learning English in class X MIPA 1 SMA Negeri 3 Gunungsitoli, using an analytical description. The approach used is a qualitative approach with descriptive methods. The research subjects were teachers and students in class X MIPA 1 SMA Negeri 3 Gunungsitoli. The object of research is the interaction of teachers and students in learning English. Data collection techniques used are observation techniques, documentation and question sheets. The results of the study explain that motivation, school environment and learning schedules do not really affect the process of teacher-student interaction in the learning process. Student responses spoke more in Indonesian, to comment or ask questions. The interaction that occurs is a two-way interaction, this is related to speaking skills and the characteristics of the material being taught. The teacher's role in learning is to explain and give questions and then be answered by students. The interactions that occur are related to the characteristics of the material being taught and the skills that must be achieved by students after learning is complete.

Keywords: Interaction, Teacher and Students

Introduction

Nowadays, English is a very important language and is used in many different areas of our lives. The importance of English today is very influential in social life as it is often used to convey information and spread knowledge. The creation of social relationships and the existence of a reciprocal reaction with the interlocutor allows the sharing and acquisition of knowledge. In fact, the use of English in the teaching and learning process is not uncommon. The existence of good interaction between teachers and students in learning is a small example of human interaction in society. It is inseparable from its essence, that humans are social creatures where humans cannot live alone and still establish reciprocal relationships with others. Therefore, the most basic human relationship is a reciprocal activity.

This mutual activity is called interaction. According to Kamus Besar Bahasa Indonesia (KBBI), "interaction means reciprocity". While the word "society" is related to society. Interactions can occur between individuals and individuals. Interactions can also occur between individuals and groups. "Interaction is a social relationship between individuals in such a way that the individuals involved influence each other" (Chaplin, 2011). Dagarin in Margana (2019) "argued that interaction is a two-way process between process participants". Cameron in Sulastri (2019) "states that speaking is the active use of language to express meanings so that their meanings can be understood by others". She adds that attention to precise language details is needed to speak in a foreign language in order to share understanding with others. The speaker must find the most suitable word, grammatically correct to convey the exact idea, and must organize the speech so that the listener can understand. Many students

still have difficulty speaking English and this can cause frustration (Wahidah, in Fernando 2019). Also, students struggle to find courses to practice speaking English (Megawati, in Fernando 2019).

But there are some problems when interacting in class, especially using English. Lack of motivation of students is one of the main problems in learning this foreign language, because they are not interested to know English better, even many think that learning to use English is difficult, so they tend to be passive and afraid to start. And for external influences such as making friends, family conditions and surroundings are not supportive.

The last barrier is that the time spent in school is considered very limited, the time spent socializing only in the lessons and then they are faced with an environment that does not support the use of English.

Based on findings from the field, there are a number of socialization problems between teachers and English-speaking students, including students who do not respond to learning due to lack of understanding, lack of intent to learn, or other factors affecting it. From these problems, the researcher must know some way to overcome these problems. Therefore, the researchers wanted to describe the problems affecting these barriers.

This type of qualitative descriptive data analysis technique is a research method that uses qualitative data and is accurately described. This type of qualitative descriptive data analysis is often used to analyze events, phenomena, or situations socially. Qualitative research has also been defined as a circumstantial activity that places the observer in the world, including a set of interpretive and material activities in the visible world. Qualitative research is a research method that tries to control for context, but

instead searches through a variety of methods, to understand things from an informant's point of view, creating a rich and in-depth picture of the phenomenon being studied" (Hossein Tavacoli in Raesita 2021).

According to Sugiyono (2018) "Descriptive method is a study carried out to determine the value of an independent variable, one or more (independent) variables without making comparisons or connections with other variables". This means that this study only wants to know the status of the variable itself without any influence or relationship with other variables like experimental or correlational studies. Arikunto (2019) states that, "Descriptive research is research that aims to investigate another condition, situation or event, after which the results will be presented in the form of a research report".

Based on the above-mentioned issues, the researcher is interested in conducting an analytical study on "The Description of Teacher-Students Interaction in English Speaking at the Tenth Grade of SMA Negeri 3 Gunungsitoli in 2022/2023".

Method

In this study, the researcher used an inductive approach, which meant a way of thinking based on specific events to ascertain general theories, laws, and concepts. Mimansha & Nitin (2019), "The inductive approach does not involve the formulation of hypotheses". Starting with the research questions and the goals and objectives that need to be achieved during the research process. It meant that the inductive approach referred to a thinking process that starts from the observation of specific facts or phenomena, then a broader general conclusion is drawn.

This research is conducted to get an overview of students' speaking ability and the factors that influence their ability. This research includes descriptive research. It is called a descriptive search because this research tries to describe the condition of students to know their speaking ability in English class. This research data can be categorized into quantitative.

Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in natural settings Walidin, Saifullah & Tabrani in Fadli (2021). Creswell in Murdiyanto (2020:20), defines a qualitative approach as a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. In this approach, the researcher made a complex picture, examines words, reports in detail from the views of respondents, and conducts studies in natural situations. Therefore, qualitative research is research that emphasizes understanding of problems in social life based reality conditions, or natural setting real are holistic, complex, and detailed.

In this study there are two variables, namely the independent variable and the dependent variable. The variables used are English Speaking as the independent variable (X) and students' speaking ability as the dependent variable (Y). In this study, researcher used these two variables to describe the interaction between students and teachers using English Speaking at the

tenth grade of SMAN 3 Gunungsitoli in 2022/2023.

This research conducted at SMAN 3 Gunungsitoli which is located on Jl. Maena No.3, Ilir, Gunungsitoli District, Gunungsitoli Town, North Sumatera. This research carried out in collaboration with an English teacher at the school.

Based on the research focus, the researcher used speaking test as an instrument to collect all information and data during the research. In this case, the intended test is an oral test to ascertain and to know the ability of students on speaking.

Related to this research, it is the major data, for analyzing the classroom interaction the researcher used document analysis from observation and questionnaire in SMAN 3 Gunungsitoli for collecting data as follow.

1. Observation

Observation is a data collection technique performed by directly observing the participants. The purpose is to document the actions of the research subjects that are related to the research.

2. Documentation

Documentation is a data collection technique based on participant documents. This document is official or verifiable.

3. Questionnaire

Questionnaire is a data collection technique performed in writing. The researcher distributes questionnaires in the form of questionnaires to participants or research subjects to answer the questions.

Result and Discussion

The Result of the Questionnaire sheets

The research was conducted at SMA Negeri 3 Gunungsitoli, with an English

teacher and class X MIPA 1 students with a sample of 36 students. After collecting the data, the researcher analyzed the inhibiting factors for the interaction between teacher and students in learning English. After identifying data, the researcher then analyzed the answers from any questions posed to students. The questions that the researcher asked the students were: 1) I feel nervous when I have to speak English in front of other people. (*Saya merasa gugup ketika harus berbicara bahasa Inggris didepan orang lain.*) ; 2) I feel anxious to speak in English because my vocabulary is limited. (*Saya merasa cemas untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas.*) ; 3) I have a habit of using the mother tongue in English class. (*Saya mempunyai kebiasaan menggunakan bahasa ibu di dalam kelas bahasa Inggris.*) ; 4) I have less confidence to speak English because my friends will laugh at me when I speak (*Saya kurang percaya diri untuk berbicara bahasa Inggris karena teman-teman saya akan tertawa ketika saya berbicara.*) ; 5) I just want to speak when I think my English is correct. (*Saya hanya ingin berbicara ketika saya pikir bahasa Inggris saya benar.*) ; 6) I would rather work alone than work in a team which will force me to speak English. (*Saya lebih suka berkerja sendiri daripada berkelompok yang akan memaksa saya berbicara Bahasa Inggris.*)

From the questionnaire sheets that have been answered by students, it shows that motivation greatly influences students in learning. It can be seen from the students' responses, some of them still feel nervous when using English, and embarrassed if they make mistakes when speaking English. The school environment is also very influential because the use of English outside of study hours is rarely or even not used. Students mostly speak using their mother tongue. Likewise with the limited learning time which resulted in the learning process not

being completed properly, the material was not fully conveyed during learning process.

The Result of the Observation

Observation activities were carried out based on participatory techniques where the researcher was involved with the daily activities of the person being observed or used as a source of research data where there were theoretical procedures in chapter III according to Abdussama. Zuchrid. H. et al (2021).

The observations made on English teacher and students in class X MIPA 1 were carried out on May 22, 2023, during the learning process. The aim is to find out the factors that hinder the process of interaction between teacher and students in using English at SMA Negeri 3 Gunungsitoli in 2022/2023. Researcher observed the following things: 1) The teacher practices how to pronounce correctly; 2) Students practice the words/sentences that the teacher says; 3) The teacher checks the student's pronunciation that is not quite right and corrects it; 4) The teacher uses a method to make students actively speak; 5) The teacher actively uses English; 6) Students laugh at their friends when they mispronounce a word; 7) Students help justify the wrong pronunciation of their friends; 8) The teacher told the students to practice English outside the classroom.

The results of the observations that the researchers made of the teacher and students in the class were that a teacher in the class used the group discussion method, which would then be presented. However, during the presentation the teacher did not

make improvements to the students' pronunciation where there were errors. She emphasized more to pay attention to the group presenting, and used Indonesian more often. Likewise with students, in the learning process they occasionally use English to explain but outside of that they use Indonesian. Even if there are pronunciation mistakes, some of them laugh at them and some also help to correct the mistakes.

The Inhibiting Factors of Teacher - Students Interaction in English

After do observations in class and distributing questionnaire sheets related to the use of English in interacting in class, there were various obstacles experienced by both teachers and students, including:

1. The inhibiting factor found in English teacher in learning English is that they often use Indonesian when explaining. Then the time used is not appropriate so that the material is not fully conveyed. Learning time is an opportunity available to impart and acquire knowledge on a continuous basis.
2. The inhibiting factor found from students during the learning process is the lack of motivation to learn. Learning motivation according to Muhibbin Syah (2003: 158) is an ability that comes from within the student which creates the student's willingness or curiosity in learning, so that the desired goals can be achieved properly. According to the results that were answered on the question sheet, some of them still felt nervous when speaking in English because they lacked confidence and were embarrassed if there was a mistake in pronunciation, their friends would

laugh. Besides that, the lack of vocabulary that is owned so that it is limited in speaking English.

3. The next inhibiting factor comes from the school environment. The school environment concerns the relationship between students and their friends. In the statements that have been received previously, some students have the habit of using their mother tongue both inside and outside the classroom. This resulted in no encouragement to learn English well. Even some of them prefer to do the work alone rather than in groups, because they think that if they are in a group they will be forced to use English.

The Result of the Documentation

Documentation is carried out by researchers in the form of relevant field findings, in the form of photographs, notes, books, or so on that can be used as supporting data in conducting research that contains the theory in chapter III according to Arikunto in Abdussama. Zuchrid. H. et al (2021).

Discussion

The result of the data collection is that the role of the English teacher is teaching, explaining material, motivating, directing students, and providing learning media so that the learning process can run well. However, there are also factors inhibiting the role of teachers and students in interacting, namely the lack of student learning motivation, lack of cooperation with groups, lack of self-confidence and others. In addition, the subjects of this study were an English teacher and 36 students of class X MIPA 1 at SMA Negeri 3 Gunungsitoli for the 2022/2023 academic year.

The findings of this study prove that teacher-student interaction has been considered as one of the critical issues in the context of higher education. Student-centered teacher-student relationships help capture students' attention and the learning process as important to student learning outcomes. The teacher-student relationship has a significant impact on student learning outcomes.

The findings of this study show the importance of interaction between teacher and students in the classroom using English and the inhibiting factors for this interaction. These findings ultimately reveal the weaknesses and strengths that teacher and students have in interacting so that this will serve as a future evaluation and driving force and be able to motivate them to practice more in the future and improve current weaknesses. And on the bright side, this is the best opportunity for teachers to generate and develop better teaching changes for better outcomes.

Conclusion

Based on the description and analysis of the research results that have been presented in the previous chapter, the role of teacher and students in interacting using English at SMA Negeri 3 Gunungsitoli especially for class X MIPA 1 can be concluded as follows:

1. The role of the English teacher as a facilitator in the learning process at SMA 3 Gunungsitoli especially in class X MIPA 1 has been well implemented, including: with explanations, materials and rooms that are comfortable and adequate, the teacher provides direction and motivation to students to learn, students can understand about learning.
2. The role of students, as students have been carried out well, but there needs to be improvement

3. The inhibiting factors for interaction using English at SMA Negeri 3 Gunungsitoli especially in X MIPA 1 are the lack of student motivation, lack of cooperation with groups, lack of student confidence, etc. .

From the explanation above, the researcher concludes that the role of the teacher and students in carrying out the learning process has been carried out properly. The success or failure of this interaction between the teacher and students all depends on the teacher and students.

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