***INTERAKSI KELAS DALAM PROSES BELAJAR MENGAJAR BAHASA INGGRIS DALAM MEMBACA DI MADRASAH ALIYAH PONPES AL ISTIQOMAH SURALAGA***

**Drs. Sahuddin, MA, Yuni Budi Lestari, S. Pd, MA, Hilman Fauzi Mubarak**

**Fakultas Keguruan Dan Ilmu Pendidikan**

**Universitas Mataram**

[**hilman.d.trickster@gmail.com**](mailto:hilman.d.trickster@gmail.com)

**Abstract**

Tujuan dari penelitian ini adalah untuk mengidentifikasi interaksi kelas yang terjadi di Madrasah Aliyah Ponpes Al Istiqomah Suralaga Lombok Timur. Penelitian ini bertujuan untuk mengetahui bagaimana efektivitas interaksi kelas dalam membaca yang terjadi selama proses belajar bahasa Inggris, terutama membaca di kelas. Penelitian ini memfokuskan pada peran antara guru dan siswa merupakan elemen penting dari interaksi kelas. Metode yang digunakan peneliti dalam penelitian ini adalah deskriptif kualitatif karena fenomena atau peristiwa mendominasi penelitian ini. Populasi dan sampel penelitian ini adalah guru dan siswa kelas XI di Madrasah Aliyah Ponpes Al Istiqomah Suralaga Lombok Timur. Karena ini adalah penelitian deskriptif kualitatif peneliti adalah instrument kunci, peneliti secara langsung mengamati dan mewawancarai fenomena atau peristiwa dan orang-orang yang terjadi di lokasi. Data yang ditemukan dengan mengamati proses belajar mengajar dan mewawancarai peserta dalam interaksi kelas membantu peneliti untuk menganalisis bagaimana efektivitas kelas. Peneliti menggunakan perpanjangan waktu di lokasi, triangulasi dan analisis kasus sebagai kredibilitas data. Hasil analisis data yang peneliti temukan di lokasi penelitian adalah bahwa masalah dominan yang ditemukan adalah penguasaan materi yang dimiliki guru cukup baik tetapi kurang dalam cara mengajar dan guru tidak cukup baik dalam mengelola kelas. Terakhir, masalah terbesar yang memiliki siswa adalah kurangnya motivasi belajar, faktor sosial dan kesadaran orang tua adalah alasan dominan yang dimiliki siswa.

**Kata kunci: interaksi kelas, mengajar, belajar.**

***CLASSROOM INTERACTION IN ENGLISH TEACHING AND LEARNING PROCESS OF READING IN MADRASAH ALIYAH PONPES AL ISTIQOMAH SURALAGA***

**Abstract**

The purpose of this study is to identify the classroom interaction that happens in Madrasah Aliyah Ponpes Al Istiqomah Suralaga East Lombok. This research aims to know how is the effectiveness of classroom interactions in reading that occur during the process of learning English, especially reading in the classroom. This study focuses on the role between teacher and student an important element of classroom interaction. The Method that researcher use in this study is qualitative descriptive because this phenomenon or event is dominating this study. The population and sample that researcher study are teacher and students of eleventh grade in Madrasah Aliyah Ponpes Al Istiqomah Suralaga East Lombok. Because this is the qualitative descriptive study the research is the instrument key, the researcher directly observed and interviewed the people and phenomenon or event that happened in the location. The Data that were found by observing teaching and learning process and interviewing the participants in the classroom interaction helped researcher to analyze how the effectiveness of the classroom is. The researcher used extended time in the location, triangulation and analysis of the case in point as credibility of data. The result of analyzing the data that researcher found in the location of study is that the dominant problem that researcher found are mastering the material that the teacher has is good enough but lack in the way of teaching and the teacher is not good enough in managing the class. Finally, the biggest problem that the students had was lack motivation to learn, social factor and parents awareness are the dominant reason that students had.

**Key words: classroom interaction, teaching, learning.**

1. **Introduction**

Interaction in the classroom is an important part of the learning process. Interaction or human interaction has been defined as the process by which two or more people involved in the reciprocal action. This action may be verbal or nonverbal (Celce-Murcia, 1987). Teachers can use English for the overall interaction program with the goal that students can improve their mastery of the English language. It is very important to the teachers to be able to maintain an environment that is conducive to teaching and learning. The class was built by a pattern of interaction between teacher and students’ verbal exchanges, ask questions, respond and react. The most important factor in a classroom situation is initiated by the interaction and exchange of teachers and students.

Harmon and Harumi (1996) suggested that in learning process, teacher becomes a guide and mentor that assists students in accessing, organizing, and transferring knowledge to solve real problems, while students gain additional skills that not only from the material but also learned from the experience of learning. The learning process is very conducive in shaping critical thinking and student independence.

Interaction occurs daily in classroom activities between the teachers and the students. Interaction is generally defined as a form of action that occurs as two or more objects have an effect upon one another. The idea of ​​two-way effect is essential in the concept of interaction, as opposed to one-way causal effect.

Harmon and Harumi (1996) suggested that the learning process, teacher becomes a guide and mentor that assists students in accessing, organizing, and transferring knowledge to solve real problems, while students gain additional skills that not only from the material but also learned from the experience of learning . This is in accordance with the philosophy of true education. According to McGriff (2000), that education is a process of communications that help or facilitate students to develop a sense of the information gained into new knowledge. The learning process is very conducive in shaping critical thinking and student independence.

Education with its correlated activities of the teaching and learning process involves the interaction between teachers and students as its goal line. Interaction occurs every day in teaching and learning process. It is managed by everyone, not just by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Chaudron (1988:10) stated:

Interaction is seen as significant because it is said that:

* 1. Only through interaction, the student can decompose the teaching and learning structures and derive meaning from classroom events.
  2. Interaction gives learners the opportunities to incorporate teaching and learning structures into their own speech (the scaffolding principles) and
  3. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

From the above explanation, it is clear that the success of the learning process is determined by the interaction between teachers and students, and between students themselves. The quality of classroom interactions will affect the quality of student achievement and satisfaction in gaining experience and knowledge of the material learned. It can be concluded that classroom interaction is a dynamic process that occurs in the classroom when the teacher was teaching materials using any approach.

Researcher focus obtains the data from the teacher and the students because in researcher opinion the key of the classroom interaction is the teacher who teaches and the students who learn. Those two things are related; therefore, the classroom interaction cannot occur if one of them is missed. the researcher focus on the role of teacher and students, the role of teacher that researcher choose are teacher as source and manager.

The role of the teacher as a source of learning is closely related to the mastery of the subject matter. Whether or not a teacher can be judged from the mastery of the material. If a teacher really master the material to be presented so confidently he will answer questions from students, and vice versa teachers are less likely to master the material in a monotone delivery, just sitting in a chair, his voice weak, has no illustrations and so forth.

Being a teacher is not as easy as suspicion of people who think that teachers just come to school, absent, teach, then go home. But more than the teacher. In the company, we do a similar routine every day, but not too much of the brain to think. But for a teacher, stopped to think that we will cease to be a teacher.

Every teacher should have extensive knowledge and should be good to always improvise and adapt to the conditions that exist in society and that is going towards their students. In addition, the teacher must be a good manager who is able to manage the class well. As a manager teacher works as follows: planning, organizing, leading, and controlling

Student is a person who is subjected to change in behavior; students can also serve as a learning resource in discussions and group learning. According to the old pattern of education, students often performed as an object lesson; mean students are forced to listen, observe, memorize, and imitate what teachers provide. The term object may be given because of the element of coercion of students, or the inhuman punishment for those who do something wrong or not doing their homework.

Through reading activities, someone can recognize an object, idea procedures, concepts, definitions, names, events, years, lists, formulas, theories, or conclusions. Even more than that, through reading activities one can achieve higher cognitive abilities, such as to explain, analyze, to evaluate an object or event. As mentioned earlier researcher want the research more focused towards students' reading activity, since researcher realized that the importance of reads.

In general, not all schools can easily reach the goal of learning English as it appears in the curriculum because each school meets different obstacles in achieving that goal. By considering the difficulties encountered and the solutions needed to address them, the researcher thinks that there should be an effort to improve the effectiveness and efficiency in teaching and learning English especially reading in every school. Based on this fact, these efforts can be applied in Madrasah Aliyah Ponpes Al Istiqomah Suralaga East Lombok, because in the English language lessons, the ability of students in that school is still lacking.

This research aims to know more the effectiveness and efficiency of interaction that happen in the English class, especially, in reading process in Madrasah Aliyah Ponpes Al Istiqomah Suralaga East Lombok by observing the interactions in the classroom.

1. **Research Method**

From the title of this study, the phenomenon or event is dominating this study. Because the basic of this research is a phenomenon or events then the appropriate method according to the researcher is to use descriptive qualitative method. Qualitative research according to McMillan and Schumacher (cited in Syamsuddin and Damayanti, 2007: 73) is an approach that is also called investigative approach, because usually researchers collected data by face to face and interact with people in the research location. The type of data in this study are the words (language), situations, events, and behaviors of people studied, the researcher must be able to demonstrate or explain the relationship between the events and the meaning of the event.

Qualitative descriptive research is research that focuses on the event or phenomenon, the researcher presence is very important and that makes the researchers as a key instrument

Researcher used the direct observation to the object of research, especially the sources of situations or circumstances, a person's attitudes and behaviors, processes and events. This method was used to obtain the data that comes from;

* 1. Behavior of English teacher in teaching and learning in the classroom, such as mastery of the material, use of media, application methods, systematic presentation, and class domination.
  2. Behavior of students during the teaching and learning takes place in the classroom, which includes motivation and seriousness of learning, activity of the task, ask and opinion.
  3. The situation and conditions of class when learning takes place.
  4. Structuring the classroom or learning space.

The researcher also uses an interview as a method of collecting information or data through sources such as the person or people with communication and direct questioning. This method is used to obtain data from teacher and students.

Interviewing teacher is used to obtain data about; planning, preparations of teachers, mapping and organization of materials, the process of learning English; goals, books used, methods, and time needed, difficulty experienced during teaching in school, do teachers always give homework, how the form of the task given to the students, how teachers engage students in learning. Interviewing students is to combine information from the teacher to the fact that is experienced by students during the learning process takes place, to determine whether students are also participating in learning activities, obtaining data about their motivation to learn. The most essential thing is of gaining data about how teachers interact in the learning process.

There are a lot of the results of qualitative research is doubtful because of a few things, namely the subjectivity of the researcher is dominant in qualitative research, reliable research tool are the interview and observation contains many weaknesses when conducted directly and moreover without control, and qualitative data sources are less credible will affect accuracy of research results. Therefore, it needs some way of determining the validity of the data. Engineering data validity examination includes several things:

1. Extend the time in the location
2. Triangulation
3. Analysis of the case in point
4. **Result**

Learning achievement is the result of learning that is achieved after going through the process of teaching and learning activities. Learning achievement can be demonstrated through the value given by a teacher of the subject areas that have been studied by learners. Each learning activity must always expect result in maximum learning. In the process of achievement, academic achievement is influenced by various factors. One of the main factors that influence the success of learning is the presence of the teacher. Given the presence of the teacher in the learning process is very influential, and then it should be aware of the quality of teacher, especially in mastering material. The result of analyzing the data that researcher found in the location of study is that the dominant problem that researcher found is mastering the material that the teacher has is good enough but lack in the way of teaching and the teacher is not good enough in managing the class.

Students in Madrasah Aliyah Ponpes Al Istiqomah Suralaga almost never immersed themselves in learning English; the level of awareness of the importance of education is very low due to social factors. Also in socializing students in a classroom environment also rarely motivate their friends to learn English. If students have a consciousness that is so low, it is impossible for them to help motivate and encourage their friends to learn English especially. Finally, the biggest problem that the students had was lack motivation to learn, social factor and parents awareness are the dominant reason that students had.

1. **Conclusion and Suggestion**

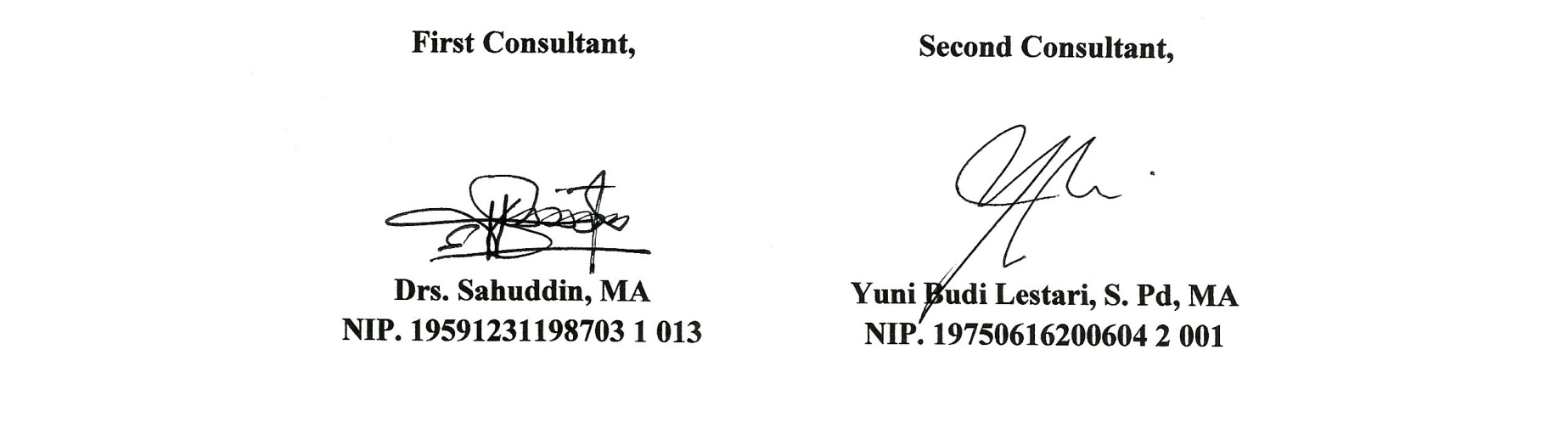
Interaction that occurs in the classroom is determined by how the roles of teachers and students work, because an interaction will not occur if any of the teachers or students do not exist. The role of a teacher is very important in this interaction, as a resource teacher must have sufficient mastery of materials to teach the students, in Madrasah Aliyah Ponpes Al Istiqomah Suralaga the teachers’ skill in mastering the material is good enough even there are some things that are still lacking but it can be improved and developed.

Based on the above discussion it can be seen that a teacher should have enough knowledge because the teacher's role here is as a source, if a teacher does not have a good mastery of the materials, what will be taught by that teacher later? If teachers who have mastered the material teach the students, the teacher should ask students to follow the material in that way those students will be easy to remember and practice it their selves later. One of the main things in reading is vocabulary, the teacher as a source should have a broad vocabulary, and therefore it would be easy for a teacher to enrich their students’ vocabulary.

As manager, the teachers also should be able to plan, organize, control and be a leader, with the mature plan the teachers will know what things they should do as a teacher. Planning is done only preparation to master certain types of the text that will be taught. Mastery of the text include: reading, analysis functions, translation, and meaning.

For Teachers Work responsibly with upright, because the teacher is now recognized as a profession and gain professional allowance, the rights should comparable with teacher performance. Teachers also need to be more active in writing books or research, so that teachers are expected to be independent in making make scientific work. The government should always pay attention to the well-being the teacher and also should conduct training to teachers because with the training teacher can create harmony and the education get much better in the future.

Parents should continue to push to motivate their children to study hard. Without encouragement from parents, children will be less motivated in learning that will affect the poor learning achievement in school. Teacher should be a relationship (communication) is good with the parents therefore the problems associated with student learning can be overcome. As a student, student should be more active and diligent in learning therefore the results or the academic achievement and become better.



**References**

Alby, Badarudin. 2011. Pendekatan CBSA dalam Pembelajaran. Retrieved June 14th, 2012 from:http://ayahalby.wordpress.com/2011/02/23/pendekatan-cbsa-dalam-pembelajaran/

Allwright, R.L. & K.M. Bailey (1991). Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge: Cambridge University Press.

Arikunto, Suharsimi. 2002. Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi Revisi V). Jakarta: PT Rineka Cipta.

Bjorklund, S., Parente,R. 2002 Understanding and Facilitating Adult Learning. Melton Keynes; Open University Press.

Celce, M and Murcia. 2001. Teaching English as a Second or Foreign Language. USA: Heinle & Heinle.

Chaudron, C. (1988) Second Language Classroom. Cambridge: Cambridge University Press.

Harden & Crosby. 2000. The Good teacher is more than a lecture - the twelve roles of the teacher. Retrieved January 14th, 2012 from:http://wikieducator.org/images/e/e3/Twelev\_Roles\_of\_a\_Lecturer.pdf

Harmon & Harumi. 1996 School Improvement in an Era of Change. London; Cassell.

Prof. Dr Azhar Arsyad,M.A. 2007. Media Pembelajaran, PT Rajagrafindo, edisi ke 9, Jakarta

Rivers, Wilga M. 1987. Interactive Language Teaching. Cambridge: Cambridge University Press.

Yusrina. 2006. Pengaruh Pendidikan Agama Islam terhadap Pembentukan Akhlak Siswa di SMP YPI Cempaka Putih Bintaro (Online) Retrieved December 15th, 2012 from:http://idb4.wikispaces.com/file/view/rc02pengaruh+PAI+terhadap+pembentukan+akhlak+siswa.pdf