

Students' Perceptions in English Teachers' Interaction Patterns of the Second Grade SMP N 17 Batanghari University Academic Year 2016/2017

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Abstract

The purpose of this study is to find out the students' perceptions in English teachers' interaction patterns in the learning process at SMP N 17 Batanghari. The method used in this research is descriptive with qualitative approach. The data of this study is collected by using observation and interview. This study involved 45 students of second grade at SMP N 17 Batanghari academic year 2016/2017 as the subject of the study. The researcher found that 24 students (53%) said that their teacher used one-way pattern or lecture method, 13 students (29%) said two-way pattern or asking and answering method and 8 students (18%) said three-way or multi-way or discussion. From the findings, it is shown that students' perceptions in English teachers' interaction patterns are very various. They have their own opinion and it is strong reasons. It can be concluded that in second grade SMP N 17 Batanghari more dominant use one-way interaction pattern (53%), although sometimes interspersed with other patterns. Basically, the teacher can apply variations of any patterns that feel appropriate in the process of learning to teach English. So, students who are taught do not feel bored to learn with the same patterns and methods every time.

Keywords: Students' perceptions, Teachers' interaction patterns

Introduction

In the globalization era, English study is very important and teachers have an important role to interact with the students because they have a major portion of class time employed to give direction, explain activities, and check students' understanding of the target language. The students' interaction is also important. When they give the appropriate response to the teacher's talk, it means that they understand the language that the teacher uses. Teacher and student interaction is understood to be an important issue in education, and teacher-student interaction is beneficial for students' learning.

According to Fathurrohman and Sutikno (2007:8) explains that "Every learning and teaching always involves

two active agents, namely teachers and students. Teachers as a teacher is the creator of the learning conditions of students in the design deliberately, systematic, and continuous. While the children (students) as a subject of study is a party that enjoys learning conditions created by the teacher. The combination of these two human elements bore educational interaction by utilizing teaching materials as a medium. In the teaching and learning activities, both (teacher-student) affect each other and give feedback. Because that teaching and learning should be an activity that is lively, full of value and always has a purpose."

According to Sardiman A.M (2011:172) explains that "Education in teaching and learning activities of interaction between teachers and

students is an activity that is quite dominant later in activities of interaction between teachers and students in the framework of transfer of knowledge and even the transfer of values, will always require component matching between components each more. Harmony in this case means the components that exist in the teaching and learning activities adjust to each other in order to support the achievement of learning goals for students.”

The process of teaching and learning interactions performed by the teacher in the classroom will influence the course of the learning process. When students cannot ask during learning teaching activities can hinder the process of teaching and learning activities. This process is expected to trigger skills of teachers, so teachers' skills in teaching need to be prepared with the lesson plan as well as possible and interesting as possible. The most important thing in the learning process, namely the creation of good interaction between teachers with students, students with students and students with their environment. This interaction can provide benefits that are good for both schools, because teachers and students do affect one another.

Learning objectives are not mastering the subject matter, but the process to change behavior or students in accordance with the objectives to be achieved. Therefore, the mastery of the subject matter is not the end of the teaching process, but only as an objective of the formation of a wider behavior. That is, the extent to which the subject matter is controlled by the students can form a pattern of behavior itself.

According to Djamarah(2005:13) explains that “To achieve the learning objectives of course a person depends on the ability

of teachers in managing the teaching and learning interactions. Use variations of the interaction patterns to be conducted by the teacher. It is intended to lead to boredom, burnout, and to liven up the classroom for the success of students in achieving goals.”

Learning is the process of teacher interaction with students, students with teachers or students with the students, in this process a students can gain experience of the teacher and his own friends. Then the experience gained by the students will be consulted with their teachers or other students, students will be expected to be able to cope and solve their own problems. With this, it allows the interaction process to develop the students' ability both mentally or intellectually.

Thus the researcher looked at the pattern of interaction is an important element in the learning process, especially the student as a person who becomes the object of learning. According to Kenchine(in Masnur et al 1987:2)“In teaching-learning process communication and interaction patterns are divided into pattern of one-way, two-way pattern and the pattern of the three-way or multi-way allows one to form learning to be more effective in order to achieve the learning objectives.”It is all done in order to make learning more effective, conducive and productive and can reach satisfactory academic results.

Based on the first observation, the researcher found that teacher only focus on the delivery of materials or student only become the object during the learning process that should both have each other's role during the learning process. Students just listened well, although sometimes many are busy with their own affairs such as play cell phones, doodling even interfere their friends who focus on learning.

On the basis of the problem, the researcher moved to examine more deeply linked to these problems. To answer these problems researcher interested in the title “*Students’ Perceptions in English Teachers’ Interaction Patterns of the Second Grade Students SMP N 17 Batanghari Jambi Academic Years 2016/2017.*”

Based on the background of the problem that has been stated above, the issues discussed in this study is “how are the students’ perceptions in English teachers’ interaction patterns of the second grade students SMP N 17 Batanghari Jambi academic years 2016/2017?”

Students’ Perceptions

All learning process always starts with perception that is after students receive stimulus or a pattern of stimuli from their environment. Perception is considered as the initial level of a person's cognitive structure. If the stimulus received by students is good according to the student then the students will perceive the variation of teaching style of the teacher is good and will result in motivation to motivate learn. Therefore, students' perceptions are students' views of a subject that may affect students' interests, through observed processes obtained and interpreted through sight, experience, planning and being trusted to produce a view on something. Hence perception is very important to cultivate interest in student learning subject.

A students or pupil is a learner, or someone who attends an educational institution. In Britain those attending [university](#) are termed "students". In the [United States](#), and more recently also in Britain, the term "student"

is applied to both categories. In its widest use, *student* is used for anyone who is [learning](#), including mid-career adults who are taking [vocational education](#) or returning to university. When speaking about learning outside an institution, "student" is also used to refer to someone who is learning a topic or who is "a student of" a certain topic or person. According to Sarwono (2007) “student means any person who is officially registered to follow the lessons in the world of education.” While according to Nata (in Aly 2008) says “pupils (students) defined as persons who want to gain knowledge, skills, experience and personality both as a provision of his life to be happy and hereafter by learning seriously.” From the above explanation can be concluded that students are someone who is undergoing formal education commonly referred to as school.

Factors That Affect Perceptions

Perception is a response or opinion of an individual nature and easily depending on the condition and ability of a person who votes and psychological nature. There are several factors that influence the perceptions as to which were dictated by Slameto (2010:104) among others:

1. Selective Attention

Human are receiving stimulation from environment but human attention should not respond to all the stimuli that exist but concentrated enough so that not all stimuli

serve as the object of observation.

2. Traits Directly

With the characteristic of the stimuli that move will attract stimulus comparable to silent.

3. Values and Needs of Individuals

Individual needs and values which give the perception will affect the perception itself, one example as an artist, has a different view with someone who is an artist, pattern and taste somewhat different in looking at one thing.

4. Previous Experience

How a person perceives something very influenced on previous experiences.

Furthermore, the factors that influence perception are supported by Thoha's opinion (2002: 122) there are three factors that influence perception: people who do perception, object or event in perception and perception environment.

From the opinion of these experts concluded that the perception is influenced by several factors lies in the offender's perception, the object perceived and perception of the situation.

Teachers' Interaction Patterns

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept

of interaction, as opposed to a one-way causal effect.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interactions occur every day in teaching and learning process. It is managed by everyone, not only 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) states that Interaction is viewed as significant because it is argued that:

- a. Only through interaction, the learner can decompose the Target Language structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate Target Language structures into their own speech (the scaffolding principles), and
- c. 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.

Moreover, Allwright and Bailey (1991:25) states that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process.

Definition of Teachers, Interaction and Patterns

Early education research has converged on effective teacher-child interactions as essential to promoting young children development. These interactions are the daily back-and-forth exchanges between teachers and children throughout each day which can be both social and instructional in nature. High quality interactions in which teachers provide ongoing feedback to children, facilitate children language and vocabulary, and encourage students to think. For example lead to greater growth in preschoolers, pre-reading, and math skills.

The interactions between a teacher and children in the classroom may be considered the most powerful drivers of development in the educational context. From an ecological viewpoint on child development, interactions with relevant caregivers first and with teachers later represent examples of the so called proximal processes (Bronfenbrenner & Morris, 2006). According to Downer, Sabol, & Hamre, 2010; Sabol & Pianta, 2012 "Interactions that form supportive, organized and warm teacher-child relationships have been linked to children's emotional and behavioral regulation, social competence, and general academic achievement." While Wiewiet (2008) explains that "Interaction is a type of action or the action that occurs when two or more objects affects or has the effect of each other."

As social beings, humans in everyday life need relationships with other human beings. The relationship occurs because people need each other to be able to meet their needs. Because humans can not escape from other human beings and can not do alone. Human tendency is related to make a pattern of communication with other human being. Communication patterns occur because of mutual need through an interaction. According Alya (2009: 558) mindsets something that a person received and used as a guide, as it receives from the surrounding community. Patterns originated as an architectural concept by Alexander (1977) Patterns and pattern languages for describing patterns are ways to describe best practices, explain good designs, and capture experience in a way that it is possible for others to reuse this experience. In addition to the patterns Alexander defined a set of rules e.g. a pattern language in which patterns could be meaningfully combined. So, the researchers found that the pattern is a guiding thought to perform an activity.

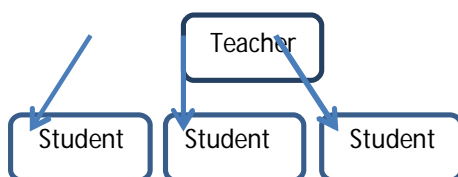
Kinds of Teachers' Interaction Patterns

Learning is a process attempts by individuals or groups of conscious and purposeful. Through the learning process of interaction can function as a medium of communication in order to bring changes in the form of knowledge, understanding, skills and attitudes. Interaction patterns needed as way to work or forms of communication direction.

Patterns in question is the way to work or communications done by teachers with students, students with teachers and students with a student. So, in interaction patterns needed forms or types of interaction patterns as a way of working or form that interaction is done by teachers with students, students with teachers and students with a student.

There are three patterns of communication between teachers and students in the educational process, namely communication as action, communication as interaction and communication as a transaction. Communication as action or one-way, puts teachers as the action giver and students act as receiver action (active teachers and students passive). Teaching is seen as activities convey the lesson material. In communication as interaction or two-way, teachers act as a conduit of the action or the action recipients. As well as, students can act as giver or receiver of the action too, between the teachers and the students happened dialogue or a conversation. In communication as a transaction or multi-way, communication does not occur between teachers and students only. Students demanded more active than the teacher, the teacher here serves as a source of learning for other students.

Picture 1

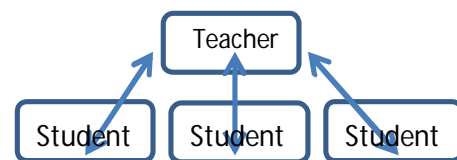


A. Communication as interaction or two-way (Asking and answering)

Two-way

communication in the learning process allows the reverse flow of communication (from the student to the teacher and from the teacher to the student). This communication occurs when the learning process is done, for example by using a method or technique of discussion (debriefing), the classroom atmosphere with a pattern of two-way communication more vibrant and dynamic, characterized by the presence of feedback for teachers even though there is no communication between the students, in this condition called the pattern of teacher - student - teacher with communication as interaction.

Picture 2

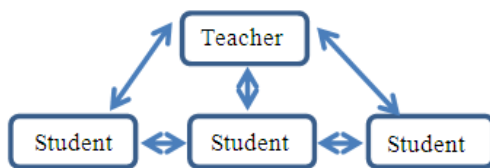


B. Communication as a transaction or multi-way (Discussion)

Communication multi-way in the learning process allows the communication direction to all corners of the classroom and communication in the classes take place on a reciprocal basis, way communication can occur from teacher to student, student to student and student to teacher, the classroom atmosphere allows the interaction of teaching and learning in vibrant and dynamic, to increase the activity of

learning, communication patterns created by the teacher must be varied (have lots of directions), characterized by the presence of feedback for teachers, for communication not only between teachers and students but also students with students. The classroom atmosphere called pattern teacher - student - students with communication as a transaction.

Picture 3



The Terms of the Interactions

According to Setiadi (2007:94) says "for the occurrence of a social interaction needed two terms, that is social contacts and communication". For more details can be described as follows:

A. Social contacts

Individual or group actions in the form of gestures that have meaning or significance for the perpetrator and the recipient reply to this action with their reaction. Based on how social contacts consist of two kinds:

1. Social contact direct or reciprocal relations between individuals and between groups occurred physically, such as talking, smiling, body language, various other actions such as hitting and so forth.

2. No direct social contact, that contact that occurs in the presence of a mediator or intermediary such as television, newspapers, radio, email, and tools or other intermediaries.

B. Communication

A process in which a person or a few people, groups, organizations and communities creates and uses information in order to connect with the environment and others. According to the definition of Glueck who explained that the communication can be divided into two forms, as follows:

1. Interpersonal communication is the process of exchange of information and transfer of understanding between two or more people in a small group of men.
2. Organization communications is the process whereby the speaker systematically provide information and insight to move that many in the organization and to individuals and institutions outside of which there is a relationship.

Research Design

The method used in this research is descriptive qualitative research. Descriptive research is research that gives an idea of something that examined what it is. According to Selltizer *et al.*, *op. cit.*, (2004:38) that is a

descriptive research is "research that aims to describe or explain something of the state of affairs as it exists at present. As data are collected, they should be examined for completeness, comprehensibility, consistency and reliability". While according to Kothari (2004:3) Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. The strategy of this research is a case study, which investigated carefully a program, event, activity, process, or group of individuals. The cases are limited by time and activity, and researcher collected information fully (Exploring a process). Case study in this research is to determine the interaction patterns between teachers' and students' in second grade students SMP N 17 Batanghari Jambi. This research will be conducted at SMP N 17 Batanghari Jambi in Jl. Jambi - Ma.Bulian Km.36 Kel.Jembatan Mas Kec.Pemayung Kab.Batanghari Jambi. The locations are taken purposively as the research area because easy to get data and ever socialize there.

Table 4
Subject of the research

Class	Students	Sample of interview	Sample of Observation
VIII A	29	9	✓
VIII B	31	9	✓
VIII C	30	9	✓
VIII D	29	9	✓
VIII E	31	9	✓
Total	150	45	5

Sources: Arikunto

Findings

1. Classroom Observation

Of the five classes in SMP N 17 Batanghari, researcher found that they were taught by the same teacher, Mr. Aprizal S.Pd. Then from the data observation found that the teacher in second grade used two method for teaching that are *communication as action or one-way* and *communication as interaction or two-way*.

This was deduced from observations in the classroom for 5 days, when the researcher made observations following the activities of teaching and learning by teacher. Activities in these five different classes have similar activity schedules, the teacher activities in the class can be seen in the table below:

Table 5
Activities Schedules

No	Times or Duration	Activities
1	3 – 5 Minutes	Before going to class, this time was spent on the students lined up in front of the classroom and greet the teacher, then before and after learning they read the study prayer.
2	15 Minutes	Teacher tried to invite students to interact by throwing some

		questions around the lesson. But many students whose impression was silent listen to the teacher. After throwing a few questions the teacher asked the students to read the book
3	5 Minutes	Students are told to read the material that contains the text reading (the current material about the letter) and tried to pronounce it yourself in the heart.
4	30 Minutes	Students are told to read the letter contained in the package book one by one in front of the class.
5	35 Minutes	From the remaining 2 hours (2 x 45 minutes) subjects was spent by explaining the subject matter about reading a letter and answering the questions written by the teacher on the blackboard.

From the above activities can be concluded that the early activities of teaching, the teacher gave lectures and several times gave a question to the students. But in the middle of the lesson the teacher was likely to let the child learn by themselves (not the discussion), the teacher was often sitting at the desk of the teacher and silent, attention to his students. Although, sometimes many students who was more like to chat and play in class. Whereas the teacher tried several times in the class to make questions and answers session about the material but most students prefer to keep quiet, only some people sometimes respond to the teacher's questions.

2. Interview

Based on the interview to the students, the researcher found the data of students' perceptions in teachers' interaction patterns. There were 45 students from second grade SMP N 17 Batanghari who were interviewed in this study. From this activity obtained various perceptions of second graders of SMP N 17 Batanghari taught by Mr. Aprizal. The interview was conducted in two sessions, see table below:

Table 6
First Interviewed Session

No	Date	Student	Times
1	Monday, 03 April 2017	5	13.35 – 14.00p.m
2	Tuesday, 04 April 2017	5	12.40 – 13.15 p.m
3	Wednesda	5	12.40 –

	y, 05 April 2017		13.15 p.m
4	Thursday, 06 April 2017	5	10.25 – 10.40p.m
5	Friday, 07 April 2017	5	09.30 – 09.45p.m
Total		25	

Table 7
Second Interviewed Session

No	Date	Student	Times
1	Monday, 15 Mei 2017	4	13.35 – 14.00p.m
2	Tuesday, 16 Mei 2017	4	12.40 – 13.15 p.m
3	Wednesday, 17 Mei 2017	4	12.40 – 13.15 p.m
4	Thursday, 18 Mei 2017	4	10.25 – 10.40p.m
5	Friday, 19 Mei 2017	4	09.30 – 09.45 p.m
Total		20	

Approximately 5 students from five classes were interviewed each day at the first interview session, then 4 students for the second interview. Interviews are conducted while students are at rest or when the teacher gave permission to interview students outside the classroom during teaching learning process occur. On Monday was done at the last hour, Tuesday and Wednesday on the second break, and then on Thursday and Friday at the first

break. Usually if the break time is not enough to interview the students then the interview resumed after school. Interview was held for 5 days, this followed their English lesson schedule so that in addition to interviews researcher can observed the classroom. Details of the specification can be seen in Appendix.

Discussion

1. The Result of Observation

In this study, to know the interaction patterns in learning English in SMP N 17 Batanghari, the first stage is done was the observation. After attending the five-day teaching and learning process the researcher found that Mr. Aprizal dominant teaching used two methods of lecturing and interspersed with asking and answering method. The result of such observations was Mr. Aprizal used a one-way pattern because Mr. Ap always speak in front of the class without involving his students and then interspersed with two-way pattern with gave some questions that are ejected to stimulate the active students but the reality was more students just silence listening what the teacher talked. Conclusions from the results of this observation as below:

Table 8
Observation Result

No	Type of Patterns	Class				
		VIII A	VIII B	VIII C	VIII D	VIII E
1	One-way interaction patterns	✓	✓	✓	✓	✓
2	Two-way interaction patterns	✓	✓	✓	-	-
3	Three-way or Multi-way interaction patterns	-	-	-	✓	✓

From the table above can be concluded that Mr. Ap uses more lecture method than with asking and answering method and discussion in learning process. He used questioning methods in class VIII A, B and C, discussion methods in class VIII D and E, while the lecture method was used in each class. From Some students obtained information that the use of asking and answering method and discussion is only used based on material of the lesson only. If it requires that the activity be held then this method is applied, if not then the students more often listen to lectures from the teacher or be commanded to reading a books and doing the exercises, can also create a group form and discuss a material then presented in front of the class. That means both of these methods are not daily activities in class. While Mr. Ap said that his decision to apply different

patterns or methods in each class caused by the contents of the subject matter that day was taught, as well as the level of ability of students in receiving lessons.

Thus, the result of this observation is a reference to hold continue research that will be used as research material about how are the students' perceptions on interaction patterns in learning English in SMP N 17 Batanghari. To find out student perceptions of the pattern of interaction researchers using interview methods to obtain information.

2. The Result of Interview

In collecting the data, to get information about students' perceptionsthe researcher interviewed 45 students from five different classes by giving 10 questions related to interaction patterns in the classroom. When viewed on the results of observation and interviews, the tendency of teachers using lecture and asking and answering methods or better known in this study is a one-way and two-way pattern, because this method is a means to motivate children to have a great sense of curiosity and so that students are active in Learning. While the discussion method (three-way or multi-way pattern) is rarely used because the preparation and the media used must exist and vary, this is intended to support the continuity of this pattern. Here is an explanation of the interview:

A. One-way interaction

One-way interaction pattern means conveying information, giving explanations, and giving descriptions, this activity is verbal so students

should listen. To support this pattern is necessary also other tools such as whiteboard, drawings or models and so on while the teacher gives a review. Usually teachers are more often standing in front of students to explain.

During the interview process as many as 24 students (S₁, S₂, S₃, S₄, S₅, S₆, S₈, S₁₀, S₁₁, S₁₂, S₁₆, S₂₁, S₂₂, S₂₇, S₂₈, S₂₉, S₃₃, S₃₄, S₃₅, S₃₆, S₄₀, S₄₁, S₄₃, S₄₅) said that their English teacher use lecture method. it is means that their teacher used a one-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₂, S₁₂, and S₂₈.

R = Researcher S = Student

▪ Interview with S₂

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Menurut pendapat saya sih kak, bapak itu menggunakan metode ceramah berarti pola satu arah kak, karena hanya ngomong be didepan kelas.

“In my opinion, Sir Ap was using the lecture method it is mean One-way pattern miss

because only talking in front of the class”

R : Bagaimana pendapat anda tentang hal itu?
“How is your opinion about it?”

S : yah, bosan kak dan kurang paham jugo. Bapak tu kadang suaranya kecil jadi kami yang dibelakang gak kedengaran.

“Well, bored and less understand too miss. Sometimes Mr. Ap sounds small so we who in behind does not hear his sound”.

(Subject Female)

S₂ said that her English teacher using the lecture method during the English lesson, this shows that the teacher implements a one-way pattern. Because S₂ seat in behind of the class, she does not really understand and hear what the teacher talked.

B. Two-way interaction

Two-way

communication in the learning process allows the feedback in the communication that comes from students to teachers, but also from teachers to students. This kind of communication occurs if the learning process is done by question and answer method or not just lecture. A classroom atmosphere with a much more dynamic two-way interaction pattern from one-way interaction pattern because communication that seems

boring. This pattern of two-way interaction is characterized by feedback for teachers despite the lack of even communication between students. The pattern of two-way interaction is the pattern that is considered the most effective and appropriate to improve motivation and student learning outcomes.

During the interview process as many as 13 students (S₇, S₁₃, S₁₄, S₁₈, S₁₉, S₂₃, S₂₅, S₂₆, S₃₀, S₃₂, S₃₈, S₃₉, S₄₄) said that their English teacher use asking and answering method. it is means that their teacher used a two-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₇, S₂₆, and S₃₉.

R = Researcher

S = Student

▪ Interviews with S₇

R : Menurut anda pola interaksi sepertiapa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Kalau diliat-liat dua arah kak Nina, soalnya kan bapak tu sering menggunakan metode tanya jawab gitu.

“If i look at two-way Ms.Nina, because sir Ap often uses

asking and answering method”.

R : Bagaimana pendapat anda tentang hal itu?
“How is your opinion about it?”

S : Yah bagus – bagus aja kak. Paling tidak saya dapat kata – kata baru dan mulai belajar mengucapkannya.
“Well good Miss. At least I got new words and started learning to pronounce them.”

(Subject Male)

This student said that his teacher applies a two-way pattern, because often used the asking and answering method. With this method the student gets new words and learns to pronounce the new vocabulary he gets.

C. Three-way or multi-way interaction

A three-way pattern or multi-way is a rarely used pattern in learning activities. In a three-way pattern the method used is the method of discussion. Actually this method is rarely used in English lessons, most of these methods used in history lesson. In English lesson if you want to use the method of discussion should prepare a more variety of tools and learning media.

During the interview process as many as 8 students (S₉, S₁₅, S₁₇, S₂₀, S₂₄, S₃₁, S₃₇, S₄₂) said that their English

teacher use discussion method. it is means that their teacher used a three-way pattern during the teaching and learning process. Researcher gave some sample interviews with S₁₇, S₃₁ and S₄₂.

R = Researcher

S = Student

▪ Interviews with S₁₇

R : Menurut anda polainteraksi sepertiapa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Pola tiga arah, karena biasanya berdiskusi, bapak sering memberi kami materi pelajarannya.

“Three-way pattern, because usually discussion, Mr. Ap often give us the subject matter”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah asik – asik aja kak. Bisa bertukar pikiran dan belajar kosa kata bersama kak.

“Well, it is fun Miss. Can exchange ideas and learn

vocabulary together Miss”.

(Subject Female)

This studentsaid that her English teacher uses a method of discussion in which it means the use of a three-way pattern. Because Mr. Ap often gave them a material for study together, this student like this situation because she can exchange ideas and learned vocabulary with other students.

▪ Interviews with S₃₁

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktekkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Pola tiga arah, karena ada waktu untuk berdiskusi sesama teman.

“Three-way pattern, because there is time to discuss fellow friends”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah gak papa kak, karena bisa menambah banyak ilmu.

“Well it is no problem Miss,

because it can add a lot of knowledge”.

(Subject Male)

This student said that his teacher uses a three-way pattern because the teacher gave time for discussion with his friend and from this pattern can add his knowledge.

▪ Interviews with S₄₂

R : Menurut anda pola interaksi seperti apa yang saat ini dipraktikkan guru bahasa Inggris anda dikelas?

“In your opinion, what kind of interaction patterns currently practiced your English teacher in the classroom?”

S : Sesuai penjelasan kak Nina tadi berarti pola tiga arah karena diskusi.

“As Miss Nina explanation it means a three-way pattern because it is discussion”.

R : Bagaimana pendapat anda tentang hal itu?

“How is your opinion about it?”

S : Yah, gak masalah kak. Saya jadi ngerti pelajarannya dan nambah kosa kata juga kak.

“Well, no problem really Miss. I understand the lesson and add the

vocabulary too Miss”.

(Subject Female)

This student said that the discussion is the method used by her English teacher. So, this student concluded if her teacher applies a three-way pattern. This student like the method because she can understand the lesson well and add her vocabulary too.

From some sample samples above it can be concluded that from 45 students who interviewed 8 students said that their English teacher implements a three-way or multi-way pattern because their English teacher giving material and discussing the material in front of the class. The average answer of these 8 students is almost identical to the various reasons that reinforce each of their answers. But in this pattern there was the shortage, this method of discussion according to Soparidah explain that is not applicable for large groups, students get limited information and are mastered by students who like to talk. While, according to Saptono said that the class is too noisy so disturbing other classes.(cited in Hidayat Thesis, 2014).

By conducting interviews to the students, researcher was find out how are the students' perceptions in teachers' interaction patterns in teaching and learning process at SMP N 17 Batanghari. Out of a total of 45 samples, 24 students or about 53% respondents said their English teacher used a one-way pattern, 13 other students or about 29% respondents said the teacher applied a two-way pattern

and the remaining 8 students or about 18% respondents said the teacher used a three-way or multi-way pattern. All students in the interview had their own perceptions, some students like the pattern used by their teacher and some are not. However, it can be concluded that in second grade SMP N 17 Batanghari more dominant (53%) use one-way interaction pattern, although sometimes interspersed with other patterns. The use of this one-way interaction pattern may be due to students who are

difficult to interact with. Sometimes teacher have stimulated students but the student do not respond well to the stimulation, so the teacher chooses to use more one-way pattern in his class, so that the material is delivered. Basically, the teachers can apply variations of any patterns that feel appropriate in the process of learning to teach English. So, students who were taught not feel bored to learn with the patterns and the same methods every time.