



RIELT JOURNAL

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AN ANALYSIS TEACHING PROCESS OF EFL AT GRADE TENTH VOCATIONAL HIGH SCHOOL 06 KOTA PADANG

ABSTRACT

This descriptive qualitative research was aimed at finding and describing teacher's teaching process in the English teaching and learning process at Grade Tenth Vocational High School 06 Kota Padang. The methods of collecting the data were observation and in-depth interview. The data were in the form of words, clauses, and sentences. They included field notes and in-depth interview transcripts. The respondents were the English teacher and students at Grade Tenth Vocational High School 06 Kota Padang. Based on the result of analysis, it was found three interactions between the teacher and the students (1) interaction in the pre-teaching (2) interaction in whilst-teaching which was divided into three, namely motivating students to learn, rewarding the students, and helping the students learn the material (3) interaction in post-teaching. Moreover, the interaction between the teacher and a student was divided into three (1) interaction in pre-teaching (2) interaction in whilst teaching (3) interaction in post-teaching. The results lead to the conclusion when the interaction has a high quality, it is very possible that the process of effective and efficient English teaching and learning will appear.
(182 Words)

KEYWORDS

Analysis, Teaching, EFL, Vocational School.

INTRODUCTION

English as an international language, plays an important role in the world. English is commonly used to communicate between people from different countries.(Yani, 2016:1) as stated by Maxom that today English is viewed as language that can give an access to the world. It means that through mastering English people easy to access or communicate with everyone in another country. Teaching is a process of transferring knowledge and science to students. The success of transferring knowledge and science to students is influenced by many factors and one of them is teachers' method or strategy. Since the teachers' main job is teaching thus they must be able to manage class and develop the teaching-learning process. The teacher must make the students learn thus the good result of the teaching-learning process will be reached well. To make the students learn better, there is a need for materials, facilities, personnel, time, space, etc. The scientific arrangement of all these components in proper order and their implementation only will cause effective learning. (Maxom, 2009:9)

The proper arrangement of components to make the students learn and teachers teach is an instructional system.(Sariakin, 2020:148) So, teaching English as a foreign language should begin from now, in order to give learners easy to access their learning in the next higher level even if in senior high school or university level because there are many books in advance level are written in English. Based on the opinions, it can be concluded that learning may be regarded as a change in behavior and in the cognitive structure of an individual. In other words, when an individual learns, he shifts from an initial cognitive structure with its corresponding behavior to a different cognitive structure and its corresponding behavior. When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting can refer to sharing experiences or communicating information, such as a lecture. Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

According to Gage, "Teaching is a form interpersonal influence aimed at changing the behavior potential another person". Smith in further extended the definition of teaching. Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching. (Rajagopalan, 2019:5-6).

A teacher is a reformer who reforms the education system, an instructor who instructs the learner, a maker who makes the future of learner, a driver who drives the curriculum, a generator who generates the knowledge, and many things more. The teacher converts teaching into the transformational process. He transmits the knowledge to the learner to generate ideas. The teacher grants some special power to develop the capacity for self-monitoring and self-directing the

ideas. The International Encyclopaedia of Teaching and Teacher Education have classified the concept of teaching into three categories:

1. Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
2. Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning.
3. Teaching as normative behaviour denotes action undertaken with the intention of bringing about learning another.

The success in running the English teaching and learning process in the classroom depends on various factors, one of which is the language used by the teacher. Celce-Murcia pointed out that language use applied in the classroom affects students' process and progress of learning. In the matter of EFL (English as a Foreign Language) teaching in the Indonesian context, in which the teachers are not the natives of English, running EFL teaching and learning is troubling in terms of delivering the lesson using English and getting students to understand the instruction mentioned using the language. (Celce-Murcia, 2000:59)

Based on the problem above, what are the very important in teaching and learning process. The researcher interested to analyse it in under title **“An Analysis Teaching Process of EFL at Grade Tenth Vocational High School 06 Kota Padang”**

RESEARCH METHOD

This research design of this study has been conducted by using descriptive qualitative research. Kriyantoro said that, "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable. The research belongs to descriptive qualitative design because it is intended to find out how this teaching process of EFL at tenth grade senior high school. (Arikunto, 2010:18)

The primary source of data in this research is English teacher Felma O' Sanit S.Pd at grade tenth vocational school 06 Kota Padang, and students. The second source of data is study report, materials, media.

Teaching and learning process according to Standard Process Permendiknas no. 41 year 2007

No	Indicator	Sub indicator	Yes	No
1.	Pre-activity. In a pre-activity, the teacher:	1. Prepare students psychologically and physically to follow the process learning. 2. Ask questions that relate previous knowledge with the material will be studied. 3. Explain the learning objectives or basic		

		<p>competences that will be achieved.</p> <p>4. Convey the range of material and explanation the description of activities based on the syllabus.</p>		
2.	Whilst activity	<p>1. Exploration</p> <p>In this process, the teacher:</p> <p>1.1. Involves students seeking abroad and deep information about topic or theme of the material will be studied which is got from any resources.</p> <p>1.2. Uses a variety of learning approaches, instructional media, and other learning resources.</p> <p>1.3. Facilitates interaction between students with other students, teachers, environmental, and other learning resources.</p> <p>1.4. Involves learners actively in all activities learning.</p> <p>1.5. Facilitates learners to experiment in the laboratory, studio, or field.</p>		
		<p>2. Elaboration</p> <p>In the elaboration of activities, teacher:</p> <p>1.1 Familiarize students read and write the diverse through certain tasks are meaningful.</p> <p>1.2 Facilitate learners through the provision of tasks, discussing to bring new ideas both orally and in writing.</p> <p>1.3 Provide an opportunity to think, analyze, resolve problems, and act without fear.</p> <p>1.4 Facilitate learners in cooperative learning and collaboration.</p> <p>1.5 Facilitate learners to compete in healthy improving learning achievement.</p> <p>1.6 Facilitate learner make a report conducted exploration both orally and in writing, individually or in groups.</p>		

		<p>1.7 Facilitate the learners to present the results of individual work and groups.</p> <p>1.8 Facilitate the learners to do exhibitions, tournaments, festivals, and products produced.</p> <p>1.9 Facilitate the learners engage in activities that foster pride and confidence of learners.</p> <p>3. Confirmation In confirmation of activity, the teacher:</p> <p>1.1 Give positive feedback and reinforcement in verbal form, writing, gesture, or a gift to the success of learners.</p> <p>1.2 Confirm the results of exploration and elaboration of participant students through a variety of sources.</p> <p>1.3 Facilitate learner to reflect on to obtain learning experience that has been done.</p> <p>1.4 Facilitate learners to gain experience significantly in achieving the basic competencies.</p>		
3.	Post Activity	<p>1. Together with students making summary or conclusion of lessons which have been learned at the day.</p> <p>2. Have assessment or reflection of the activities that have been implemented consistently and programmed.</p> <p>3. Provide feedback on process and learning outcomes.</p> <p>4. Plan the follow-up activities in the form of remedial learning, enrichment programs, counseling service, or providing good task individual and group tasks according to students' learning outcomes.</p> <p>5. Submit lesson plans for the next meeting.</p>		

There are two main things which affect the quality of the data in a study. They are research instrument and data collection technique. The researcher decided to use three instruments to gain the data. Those data were observation

checklist, field note, and interview. These three instruments were hoped to make the data more valid. Each of the instruments would describe below:

1. Observation Checklist

The researcher used observation checklist as a guidance to get information of Teaching and learning process according to Standard Process Permendiknas no. 41 year 2007. It contained “yes” and “no” options. It is also containing some indicators such as the teachers’ activity, the students’ activity, the teaching and learning process, and the material and media.

2. Field Note

The researcher watched, listened, paid attention, and wrote anything during the teaching and learning process. This instrument was part of observation checklist. It contained some information that did not exist in the observation checklist. It helps the writer to write any activities that happen during the teaching and learning process.

3. Interview

In this study, researcher used the interview method by using one of the online application features to collected data. Researcher interviewed the respondents at grade tenth vocational high school 06 Padang by asking the reason of their answers in their own sentences using one of the online application features.

According to Bodgan cited by Sugiyono, data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. (Sugiyono, 2014:88) Then, according to Susan Stainback that data analysis is critical to the research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated. (Sugiyono, 2014:88 – 89

In other hand, Yosegh defines that data analysis means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.(Kumar , 2006:223)

The whole instruments that have been mentioned above were used to collect the data and to answer the research questions. The data were analyzed based on the results of the observation checklist, field note, and interview. The brief analysis of each item would be described as follows:

- a. The result of the observations during the teaching and learning process such as the use of guidance Teaching and learning process according to Standard Process Permendiknas no. 41 year 2007. The material, and the media will be analyzed descriptively. Later the researcher analyzes the whole checklist into paragraphs.
- b. The result of field note is also analyzed based on the facts that happen during the use of guidance Teaching and learning process according to Standard Process Permendiknas no. 41 year 2007.
- c. The result of interview will explain of the Teaching and learning process according to Standard Process Permendiknas no. 41 year 2007.

FINDING

1. Process between the Teacher and the Students

a. Process in pre-teaching

1) Greeting activity

In an English teaching and learning process, the process between the teacher and the students in the whole class usually began when the teacher greeted them in the beginning of learning activities.

Teacher : Good morning, students

Students : Good morning, ma'am

It had been the teacher's habit to use English whenever she greeted the students. By doing this, she wanted to make the students accustomed to using the English expression.

Researcher : *Bahasa yang Ibu gunakan bahasa apa bu?*

(What language do you use ma'am?)

Teacher : *Bahasa Inggris* (English)

In relation to the importance of the teacher greeting, most of students agreed that English greeting was used to begin the English learning process. English greeting could create English situation and gave them a chance to practice English.

Researcher : *Dewi suka bahasa Inggris gak?*

(Do you like English, Dewi?)

Students : *Suka* (Yes, I do)

The teacher usually greeted the students based on the classroom's and students' present condition. She used this session to get their attention and to get them ready with the teaching and learning process.

Researcher : *Kalau Ibu mau pelajaran atau waktu masuk kelas Ibu biasanya ngasih salam gak bu?* (Do you greet your students when you start the lesson or enter the class?).

Teacher : *Ya...of course tentu pasti itu tapi ya tergantung good morning atau good afternoon gitu* (Yes, of course but it depends on the situation, for example "good morning" or "good afternoon").

The students themselves tended to greet the teacher based on spontaneous conditions. By such a kind of greeting, the students were able to let the teacher know their conditions, so that the teaching learning activity could run appropriately with their condition.

Researcher : *Senang salam yang sekedar rutinitas atau menurut situasi?* (Do you prefer greetings as a routine or greetings depend on the situations?).

Student : *Lebih baik menurut situasi* (I prefer to use the greetings depend on the situations).

From the description above, it is clear that the students' reactions in responding to the teacher's greeting would be much determined by the language which the teacher used to greet them. For instance, when the teacher greeted the students in English, they answered it in English too. This is in line with a view expressed by Haskew and McLendon (1986: 101). They state that many teachers recognize that their actual performance often has more powerful influence over pupils than many lengthy sermons they might preach. A teacher serves directly as a model for a skill he hopes the students will learn.

2) Asking the students' conditions

Before starting the lesson, the teacher usually asked the student's condition at that time. It was very useful because it could make good psychological relationship between the teacher and the students.

Teacher : How are you today?

Students : I am fine, thank you and you?

Teacher : I am fine, too

3) Checking the students' attendance activity

In pre-teaching, the teacher asked who was absent in the class.

Teacher : Who is absent today?

Students : Yusup

4) Telling the materials that will be learnt by the students in the meeting To start the teaching and learning process the teacher usually told the materials that would be learnt by the students in the meeting.

Teacher : Today is the last lesson because on Friday all of you will get the test of this semester. Today we will do exercises to prepare the examination on Friday. Are you ready?

Students : Yes

Teacher : Okay... today is about the kinds of text. How many kinds of text?

Students : Six

b. Process in whilst-teaching

1) Motivating the students to learn

In whilst-teaching, the teacher usually created process by motivating the students to learn. It was very useful to improve the classroom process.

Researcher : Apakah *ibu sering memotivasi siswa?* (Do you often motivate your students?)

Teacher : *Kalau saya lihat nilai ulangan jelek saya kasih tahu, kamu gak les ya? Diluar les ya tambahan meskipun di sekolah les gitu itu menurut saya sudah memotivasi. Saya memberi tugas untuk belajar di rumah atau saya suka, begini anak pintar saya suruh duduk dengan anak yang bodo biar ketularan rajinmu gitu saya* (If I know that a

particular student gets a low score, I will ask him: “You don’t join a course outside? Please join any courses even though you have attended extra lessons in this school.” I think I have motivated the students by saying that. I also give some assignments to do at home or...I like to do this, I order the smarter students to sit with the unclever student will be motivated to be more diligent).

2) Rewarding the students activity

In whilst-teaching, the teacher gives a reward to the students in the teaching and learning process. It is very useful to improve the process. Usually the teacher gives reward to the students when they can answer the teacher’s questions correctly or they can do the exercise correctly.

Teacher : Next, number three

Students : He has about thirty magazines in his neighborhood

Teacher : He has about thirty magazines. Okay good...next, what does it mean in Indonesia? Translate it for me!

The kinds of rewarding the students depend on the teacher. Usually the teacher praised the students by saying “good, good” or “you are good students”.

Researcher : *Jika memberi pujian pernah gak bu? (Have you ever given the praise to the students?)*

Teacher : *Of course, pasti itu good-good, you are a good student gitu saya biasanya (Of course. For example, good-good, you are a good student, as what I usually use)*

By giving the reward to the students, it can improve the self-confidence to try to answer the question. Without choosing a particular student to answer the teacher’s questions, most of the students would compete to answer. The students were very enthusiastic in the teaching and learning process.

Researcher : *Dengan memberikan pujian pada siswa yang menjawab benar Ibu lakukan itu menumbuhkan percaya diri siswa gak bu?(By giving appraisal to the students who can answer the questions correctly, does it increase the students self confidence?)*

Teacher : *Ya tentu saja mereka jadi berlomba-lomba ingin menjawab pokoknya jadi lebih berani menjawab (Yes of course, it makes them compete to answer. It also makes them answer the questions bravely)*

From the description above, it was clear that motivating the students will improve the process of the teaching and learning process. This is in line with a view expressed by Rivers (1988: 9). He explained that because interactive language teaching means elicitation of willing student’s

participation and initiative, it required a high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feelings of others. When a teacher demonstrated these qualities, students lost their fear of embarrassment and were willing to try to express themselves. When students got appreciation from the teacher, they would be motivated in conveying and expressing their ideas. As a result, they would have a willingness to participate in the classroom.

3) Helping the students learn the material activity

The teacher usually helps the students to understand what she wants if there are some students who cannot joined the class during the teaching and learning process. The teacher helped the students by giving some clues of words to understand or to answer the task.

Teacher : Okay...next and then greeting card, greeting card for example who can make the greeting card for me, for example, congratulation for?

Students : Congratulation for your Teacher : For your?

Students : Congratulation for your success

Teacher : For?

Students : Congratulation for your success for the winner on the last test in this semester

The teacher also helped the students when they could not understand some of the materials that the teacher explained. When there was a student asking something that he or she could not understand it, the teacher usually explained it again to all of the students until they could understand that.

Researcher : *Terus misal waktu keliling itu ada yang Tanya, Ibu jawabnya untuk satu anak itu yang tanya atau gimana? (When you move around the class and there is a student asks you, how do you answer the question? Is the answer only for that particular student?)*

Student : *Jawabnya untuk satu kelas jadi biar semua tahu (The answer is for the whole class so all of the students will know)*

The teacher helped the students by giving some explanations in *Bahasa Indonesia* when the students could not understand them in English. Not all of the students could understand the meaning of some words that the teacher used in the teaching and learning process.

Teacher : *Paham gak? yes...yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilihan ganda. Paham? (Do you understand? I am afraid, you say 'yes' but you do not understand. In LKS book number 20 until 22 is notice, number 23 until 25 is announcement but in essay, then number 36 until*

40 is announcement but in multiple choices).

Students : *Ya* (yes)

Sometimes the teacher also used two languages to make the students understand some words that the teacher used more easily. For example, when the teacher asked something in English but the students could not answer it, the teacher would ask again in *Bahasa Indonesia*.

Teacher : It is located in Sunda strait. Okay... next, Ryan!

Ryan : It erupted in 1883

Students : Has erupted

Teacher : It has erupted in 1883 *Kenapa pakai* has? Why do you use “has”?

Students : *Karena sampai sekarang masih* (Because it still erupts until now)

From the description above, it was clear that the teacher usually helped the students when they got problem in understanding or doing something. If the students could understand what the teacher said, the process in teaching and learning would occur. This is in line with a view expressed by Brown (1987: 6). He says that teaching could be defined as showing or helping someone to learn how to do something, giving knowledge, and causing to know or understand

c. Process in post-teaching

Process in post-teaching means process that happens in the end of the lesson. Process in post-teaching was divided into two activities, namely motivating to study and ending the lesson.

1) Motivating or asking the students to study

The teacher usually motivated the students to study again at home after school in post teaching. It gave a positive effect to the teacher and students relationship. By motivating the students, it made the students feel happy because the teacher cares about them.

Teacher : Okay don't forget to study and give the exercises back to me

Students : Okay ma'am

The teacher also gave support to the students when they would get the examination. It was very useful to students in order to assure the students and to give them the spirit to study for the examination.

Teacher : Good luck for your examination

Students : Thank you

2) Ending Lesson

In ending the lesson, the teacher usually says “good bye” to the students. It made the students attractive and very enthusiastic, not only in the beginning of lesson but also in the end of the lesson.

Teacher : Okay...class, thank you for your attention, good bye

Students : Good bye

2. Process between the Teacher and a Student

a. Process in pre-teaching

There were some processes that happen in the teaching and learning process between the teacher and a student in pre-teaching. For example, when the teacher forgot to bring a book, the teacher usually ordered the captain of class to take over the book before she started the lesson.

Teacher : Please, would you like to take my English book
in the teacher's office?

Student : Okay ma'am

b. Process in whilst-teaching

1) Discussing the material activity

The process in discussing the material between the teacher and a student happens when the teacher asked a student to translate the materials or the task into *Bahasa Indonesia*. It aims to increase the students' language vocabulary through the language teaching and learning process. Students could improve their vocabulary while they were getting new knowledge from the teacher. The students could also receive and improve their language vocabulary while they were joining the learning activities.

Teacher : Kompas is very thick. Okay good! Next, Meta,
translate it in Indonesia for me!

Meta : *Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal. (In Indonesia, many people like to read Kompas. It is a kind of newspaper. It has many readers. The people read about health, entertainment, sport, etc. Consisting of almost 40 pages, Kompas is very thick.)*

From the description above, the process between the teacher and a student happens in discussing the material and focusing on the evaluation in translating the meaning of the text into *Bahasa Indonesia*.

The teacher called on one student to answer and to translate the meaning. It can increase the student language vocabulary. This was in line with a view expressed by Rivers (1988: 4). He told that through process, students could increase their language store as they listened to or read authentic linguistic material, or the output of their fellow students in discussion, joint problem solving tasks, or dialogue journals.

2) Process in evaluating

Process in evaluating was divided into three namely, process in evaluating based on a random technique, process in evaluating based on the students' seat, and process in evaluating based on the students' attention.

a) Process in evaluating based on a random technique

Process happens between the teacher and a student when they discuss the material or the task in the teaching and learning process. The teacher chose one student to answer the question. The teacher usually used a random technique when she could not remember the students' names.

Teacher : It is the newspaper. Okay good! Next number nine is you!

Student : It has many readers

When the teacher used random technique in evaluating the material, the students must fully concentrate in the teaching and learning processes. It would not be good for the students if they were not ready to answer the question. The students might not be able to follow the teaching and learning because of that.

Researcher : *Kalau jawab soal yang acak dan urut bangku lebih suka yang mana?*(In answering the questions, do you prefer to choose randomly or based on the students seat?)

Student : *Acak, kalau acak lebih adil* (I choose randomly, because it is more fair)

b) Process in evaluating based on the students' seat

The teacher also used the students' seat as a base to evaluate the students. Most of the students like this type because for the students who sit in the last seats they can ask the other students about the answer of the task. It made the student could not learn by her or himself because the answer was not his or her answer.

As a result, the students could not practice his or her English seriously.

Researcher : *Kalau acak dengan urut tempat duduk suka yang mana?*(Do you prefer to answer randomly or based on the students' seat?)

Student 1 : *Suka yang urut tempat duduk nanti bisa ngitung bisa siap gitu*(I prefer to choose based on the students' seat because we can count so we can be ready to answer)

Students 2 : *Suka yang urut soalnya kalau gak bisa kan bisa tanya ke teman dulu* (I prefer to choose based on the students' seat because we can ask to the other friends

c) Process in evaluation based on the students' attention

To create the process between the teacher and a student, the teacher also based on the students' attention technique to evaluate the teaching and learning processes. This technique was used when some students could not concentrate in the lesson or when some students disturbed the others when they were studying.

Researcher : *Kalau dalam menjawab soal, guru nyuruh anak buat maju atau gimana?* (In answering the question, does the teacher ask the students to go forward?)

Student 3 : *Kalau rame bisa langsung ditunjuk, kalau belum hafal pakai absen* (If the students make

some noise, we can be pointed. If the teacher has not memorized our names yet, the teacher uses attendance list).

From the description above, it was clear that the process between the teacher and a student happened when teacher evaluated the students about the materials in the teaching and learning process.

c. Process in post-teaching

Process between the teacher and a student in post-teaching happened when the teacher ordered one student to bring some books or some tasks to the teacher office.

Teacher : Anggita don't forget to submit the tasks to the teacher office!

Student : Okay ma'am

DISCUSSION

1. Interaction between the teacher and the students

Interaction between the teacher and the students at Grade Tenth Vocational High School 06 Kota Padang happens in the beginning of the teaching and learning process. For example, when the teacher greeting the students. In the beginning of the lesson, the teacher asked some questions to the students. The teacher's key questions addressed to the whole class. The students were enthusiastic on responding to the teacher's questions. When the teacher asked the students some questions, they could answer the questions. This circumstance reflected that the students paid attention to the teacher and learning activity in the classroom.

This related to Oktaviani Tampubolon (2018), the result her research was both the teachers and the students were aware and understood that interaction was important in English learning. They also understood that to be able to interact well, they needed to practice. But, the understanding was not supported by what they did in classroom. The teachers did not give much interactive activity in class. It seemed that the teachers did not believe in the students' competence. There was not much chance for the students to interact either to the teachers or to the other students. The students were not active in practicing their English by asking questions or expressing their idea or opinion. The classroom condition did not make the students feel comfortable to interact in English. Feeling lack of vocabulary, afraid of making mistake, having no self confidence, and feeling ashamed were the students' barrier, and the most dominant interaction between teacher and students were direct teacher interaction.

2. Interaction between the teacher and a student

Interaction between the teacher and a student at Grade Tenth Vocational High School 06 Kota Padang happens in question and answer activities when they were discussing the materials together in teaching and learning process. The questions and answers activities could make the students think actively. They were ready to join the English teaching and learning process because they knew what they would learn. The questions and answers also helped the students to stay

focused on the teaching and learning process. Their concentration was kept from the beginning when they were discussing the materials.

This related to Semi Sukarni (2015), From the overall result of observation displayed in the research finding, we can see that the most time-spend of teacher and student talk in the classroom interaction was the teacher talk which occupied 78.15% of time, whereas the student talk occupied 21.16%. The rest 0.69 % of the time was that of silence, confusion or unclassified talk. It can also be seen that from the whole time of teacher talk, it was mostly spent for asking questions, lecturing and giving directions, while most of students talk was for giving responses. The Result of this Study showed, teacher talk was 78.15%, students talk was 21.16%, and silent was 0.69% of the time. Only a small part of the student talk shows initiation related to the learning materials. Instead, they talked a lot when they gave responses to the teacher's lecture or questions.

CONCLUSION

Based on the results of the finding during the teaching-learning process, it could be concluded that both teacher and students play important role in the building good atmosphere in the classroom. Concerning with the third level and type of classroom interaction, Barker states that group interaction is more frequently used in the classroom than any other single level of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, and between student and several students

SUGGESTION

For Other Researchers: To find the new theories for accommodating in interaction analysis in English teaching and learning. To conduct another research dealing with interaction in teaching and learning process and to make some efforts to improve the classroom interaction.

The Teacher should use other techniques in the teaching and learning process to improve the student and student interaction in the classroom. For example, by using other interactive media to communicate with the students in order to be able to evaluate their teaching and plan what she would do for better teaching learning process later. The teacher should give more support and motivation to the students to use English to interact with other students.

The Students should be more active in English when they interact with the other students. By maximizing the use of English, the students will be more familiar in using English. As a result, they will be motivated to join and involve themselves actively in any activities in the teaching and learning process.

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