

TEACHER-STUDENTS' INTERACTION PATTERNS IN ENGLISH CLASS FOR THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MENGKENDEK

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ABSTRACT

The purpose of this research is to find out kinds of teacher-students' interaction patterns occur in teaching and learning process of English class for the Tenth Grade Students of SMAN 1 Mengkendek. This research used a qualitative descriptive analysis method research. The researcher took sample in this research by using snowball sampling. It used to find out kinds of teacher-students' interaction patterns in English class for the Tenth Grade Students of SMA Negeri 1 Mengkendek. The result of data analysis indicated of the Tenth Grade Students of SMA Negeri 1 Mengkendek in teacher-students' interaction patterns in English class. The kinds of teacher-students interaction patterns used of pattern teacher-student (A), pattern teacher-student-teacher (B), pattern of teacher-student-students-teacher (C), and pattern teacher-student-student-teacher, and teacher-student-student-teacher, and student-student (D).

Keywords: *Teacher-Students' Interaction Patterns, English Class*

A. INTRODUCTION

Teaching is to provide knowledge and guidance to students. The people who participate in the learning process. Teaching and learning is a process of interaction between teacher-students. A student is said learning if the students can figure out something that was not previously understood, and can do or use something that previously could not be used, including an attitude that they have.

In contrary a teacher is said that she/he has been taught when she/he has helped students to acquire the desired changes. Teachers as facilitators in teaching and learning in charge to create conditions that allow the teaching – learning process more effective and efficient. Prior to teaching, teachers should plan teaching activities in a systematic way, so it can be interesting in teaching and learning.

The most important responsibility of teachers is to plan for students demanded activity of learning to achieve the desired development. Teaching is not only activities of transferring knowledge from teacher to student, but also the activity that allows student to build their own knowledge. Teaching-learning process is an integral activity (integrated) between students and teacher.

Furthermore, the learning process is an aspect of the educational process. Learning is a personal process, but also a social process that occurs when each person relates to others to establish communication and build knowledge together. Besides that, a harmonious relationship between teacher and students is needed in teaching and learning. Effective interaction between teachers and students will facilitate students to receive and study the subject matter well. Good interaction between teachers and students can enhance students' potential optimally.

Based on the researcher experience when the researcher did teaching-practice in SMA Negeri 1 Mengkendek, in learning process between teacher and students, sometimes the students were bored with the teacher's method because the teacher used conventional style in teaching English. Conventional style are traditional learning methods or collectively, the lecture method, because since the first of this method has been used as a means of oral communication between teachers and students in the learning process and learning.

In response to the facts above, the researcher is interested in conducting a research with the title: **“TEACHER-STUDENTS’ INTERACTION PATTERNS IN ENGLISH CLASS FOR THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MENGKENDEK”**.

B. LITERATURE REVIEW

1. Interaction in the classroom

There are several theories about interaction in the classroom, as follow:

Kalyani (2000:12) stated that: in the classroom, students have a unique opportunity to interact with students and to learn as a result of these interactions. A good learning environment thrives on these interpersonal interactions. Through modeling and encouragement, a teacher can help create a classroom that is vibrantly interactive, with students feeling at ease to share their ideas and brainstorm together. Good learning environments are further discussed as follow:

a. Interactions

In the classroom, no matter the age of the students, a healthy interaction between students, and between students themselves, is vital. This becomes true the older students get; students with more life experience have much of value to add to the lesson and should be encouraged to interact with the group to offer their skills and knowledge. Moreover, when student interacts with other students, they are more open and able to understand the material for themselves. A classroom full of the interesting conversation with good interactions is a classroom where learning is happening.

b. Modeling

If a teacher wants a classroom where students discuss things freely and exchange ideas, she/he must model what she/he wants to see. She/he can do this by asking open-ended questions and encouraging responses from various individuals or by dividing students into small discussion groups and giving each group a project to be presented to the class at large. If a teacher wants to encourage good dialogue in the classroom, she must be the first to ask the question and invite responses.

c. Facilitation

Students do not always spontaneously interact well with one another. Often, they need encouragement. The teacher can facilitate this interaction if he uses the tools at his disposal. One great tool is hands-on projects. Divide your classroom into small groups and give them a hands-on project dealing with the day's lesson, such as a skit. Soon, all the students will be communicating with each, role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing in the group project.

d. Inhibitors

Teachers need to be aware of elements that prevent good classroom interaction. One interaction killer is a teacher who criticizes the answer of students. If you call on students with question but shoot down their replies with negative, discouraging responses, you will soon find your students shutting down and not wanting to share. Another inhibitor could be peer pressure or the fact that some students have overpowering personalities that cause other students to keep quiet. If you find this is the case, try to arrange students into groups where they will feel comfortable sharing. Don't put your most introverted students in a small group with the most gregarious student in the class, or you will find that the introverts do not say a word. Make students feel comfortable and confident to promote good classroom interactions. Interaction in teacher class can help create a classroom is vibrantly interactive and give pleasant to students.

2. Theories on classroom interaction

There are several theories on classroom interaction, as follow:

Karter (2000:13) stated that: in the classroom, interaction plays the role of binding everyone together. There are several different ways to categorize classroom interaction, but all of the types of interaction are important to engage learning and to create well rounded young people inside and outside the classroom. The followings are some interaction patterns:

a. Student-Teacher Interaction

Theories behind student and teacher interaction state that this type of interaction is vital for student because it compares to the relationship with a boss or superior. Students must learn to interact respectfully, but must also learn how to be assertive without being rude, so that their points and opinions are heard without disruption.

b. Student-Student Interaction

One-on-one student interaction is important because it allows students to understand what it means to work with a partner. Theories of this type of interaction say that it prepares students for one-on-one relationships they will have with work associates, friends and even their spouses. Students must learn be able to evaluate what their own strengths and weaknesses are as they try to complete a task.

c. Small Group Interaction

Theories behind small-group interaction speculate that this is one of the best ways for students to learn from others. In groups of three and six people, students have equal time to talk and learn to perform a role that they are assigned. They learn to depend on the other members of the group to do their own parts. They also learn that a small group must have a leader and how to incorporate different learning and working styles into a group in harmony.

d. Entire Classroom Interaction

Entire classroom interaction allows all students to interact with all of the other students in the classroom. This is important in several different ways, according to different theories. Students learn how it feels to be only a small part of a very large group. They need to learn to wait turn to talk and be prepared to do much more listening than talking. Students also gain insight about different types of people and how all will react. This is interaction that is most closely related to be real world, where students will need to interact with people of all types.

3. Types of classroom interaction

There are several types of classroom interaction, as follow:

Verial (2000:11) stated that: to avoid overemphasizing the theory and memorization of the material presented in class, teachers employ classroom

interaction to give students the ability to think critically, focus of specific details and practice what they have learned. Teachers have access to many methods of creating an interactive classroom. Common methods include reading aloud, conversation, role-playing and question- answer:

a. Reading Aloud

Reading aloud is a classroom activity in which one person is reading while others listen. Reading aloud may be performed by the student. Reading aloud may be performed by a single person or by group taking turns. This form of highly structured classroom interaction allows all students to be focused at exactly the same point in a reading. This allows students to easily focus on vocabulary and pronunciation.

b. Conversation

Classroom conversation is a form of classroom interaction in which students in the class discuss a given topic. The conversation may be held across the whole class or in smaller groups. Conversation is an important form of classroom interaction because it helps students develop their language skills. In a conversation, students may apply the skills and knowledge they have acquired in the class, making classroom conversation a practical form of interaction.

c. Role-Play

Role-playing is an activity in which students take on given or chosen roles and act out a scene with others. This form of interaction lends itself to almost any situation, and the only restriction is a student's imagination. Role-playing allows students to demonstrate their creativity and knowledge about their roles, and it allows students to think outside of the constraints of the classroom and consider how they might apply the learned material to the real world. This form of interaction can integrate different subjects into one activity.

d. Question –Answer

Question-answer is a traditional form of classroom interaction in which a student explains and poses a question for the other. Questions asked by the student are usually for the purpose of assessment, while question asked by the students are usually for obtaining new information. The Socratic Method is also a form of

question-answer interaction. The Socratic Method is a form of asking questions with the intent of leading students to discover the answer themselves. Question-answer as a form of interactive learning allows students to have a large influence on the agenda of the classroom, because it allows them to freely express their thoughts and feelings. This Interaction types can be used by teacher to give students ability to think critically and focus what they learned.

4. Educational interaction

There are several theories about characteristic of educational interaction, as follow:

- a. Edi Suardi (1980) in the whole process of education and teaching at the school lasted interaction of teachers and students and teaching and learning process which the most basic activities. So the learning process is a process of interaction between two human elements as the party which students learn and teachers teach as a party.
- b. Djamarah (2000:32) explain that “Specify the characteristic of interaction teaching and learning are:
 - (1). The interaction of teaching and learning has a purpose:
to help children in a Particular development. Aware of the purpose of teaching and learning interactions, placing students at the center of attention of students have a purpose.
 - (2). There is procedures (the course of interaction) are planned, designed to Achieve the objectives that have been implemented. In conducting the necessary interaction of procedures, or systematic measures that are relevant.
 - (3). The interaction of teaching and learning is characterized by the cultivation of a special material. The material is designed so as to achieve goals and be prepared before the course of teaching and learning interaction,

- (4). Marked by the presence of student activity. Students as a center of learning, the student activity is a necessary condition for the continuity of teaching and learning interaction.
- (5). In the interaction of teaching and learning of teachers acting as mentors. The teacher provides the motivation for going process of interaction and as a mediator and the process of learning,
- (6). In the interaction of teaching and learning requires discipline. The steps carried out in accordance with the procedures at have been determined,
- (7). There is a deadline, each goals was given a certain time, when the objective must be achieved,
- (8). Elements of the assessment, to determine whether the goals have been achieved through the interaction of teaching and learning.

It can be concluded that in managing the interaction of teaching and learning teachers must have the ability to design courses, mastering the subject matter, capable of creating conditions conducive class, skilled used of the media and select the source, understand the manner or method used, have the skills to communicate the program and understand the foundations as a basic act.

Various forms of educational interaction, teaching and learning is a process performed by the conscious and purposeful. The purpose is to guide the direction where it will be under the teaching-learning process. There are three forms of communication between students and teacher in the educative process of interaction, namely as an act of communication as action or one-way communication, communication as a two-way interaction or communication, in communication as a transaction or communication, as follow:

1. Communication as action or one-way communication as a giver of action puts students and teachers as recipients of the action. Active teachers and passive students. Teaching is seen as activities convey lessons material.
2. Communication as a two-way interaction or communication, teachers' role as provider of the action, as well as students, can be as communication as an

action, can also act as a giver. Between students and teachers will be dialogue.

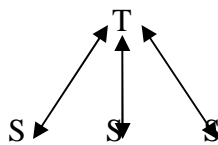
3. In communication as a transaction or communication many directions. Communication does not only occur between students and teachers. Students are required more active than the teacher. Just as teachers, can serve as a learning resource.

Teacher interaction patterns (T) –student (S) by Usman (2000:14), can be classified at least the top five types, namely:

- a). Patterns of teacher-student

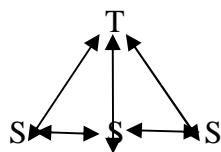


- b). Patterns of teacher-students-teacher



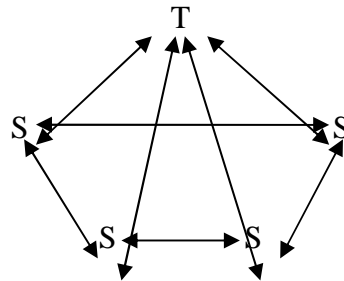
There are feedbacks to teachers; there are no interactions between students (Communication as action)

- c). Patterns of teacher-student-students-teacher



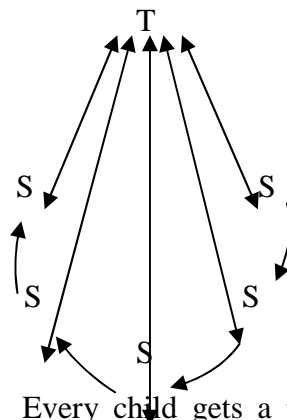
The optimal interaction between teachers and students and between students (Communication as a transaction, multidirectional)

d). Patterns of teacher-student-student-teacher, and student-student



The optimal interaction between teachers and students and between students (Communication as a transaction multidirectional).

e). Circular patterns



Every child gets a turn to express the answer. Not allowed to speak twice if child has not had a turn.

Teaching situation or process of teaching and learning interactions occur in a variety of communication patterns on top, but the communication as a transaction that is considered appropriate to enable potential students / pupils can be very dependent situation and needs developed by the teacher, or it could be a composite of many patterns of interaction above. Learn - teaching as a form of communication which flange at contains cognate aspect of meaning that teacher as giver of information will submit concept or idea to its students.

C. METHOD

This study used a qualitative descriptive analysis method to find out kinds of teacher-students' interaction patterns that occur students in teaching and learning process of English class for the Tenth Grade Students of SMA Negeri 1

Mengkendek Academic year 2015/2016. The instrument used in this research namely: non participant observation and semi-structured interview for the Teachers and the Tenth Grade Students of SMA Negeri 1 Mengkendek Academic year 2015/2016. The subject of the research consisted of two English teachers and the students of SMA Negeri 1 Mengkendek. The researcher choosing the teachers because the teachers had long been dedicated and taught in the school. The researcher used descriptive analysis to analyze the data obtain through the instruments mention previously. The data that had been collected and identified used analyzed to find out the kinds of teacher-students' interaction patterns that occur students in teaching and learning process of English class.

D. DISCUSSION

1. Interview with teachers

Setting, in the teacher's room, the teachers and made interviews.

1. The way to help students who have difficulty in learning English in the classroom:

T1: *Saya Mendekati siswa yang mengalami kesulitan dan saya jelaskan kesulitan yang dialami.*

[I approaching students who have difficulty and I explained the difficulties experienced]. Tuesday, 26th July 2016; 10.45.a.m

T2: *Menurut saya salah satunya kita harus mengetahui kelemahan siswa misalnya dia kurang dalam vocabulary/kosakata atau dalam berbicara, kita dekati dia kemudian kita memberikan kosakata setiap hari untuk dihafal.*

[one of them we have to know the weaknesses of students, for example he was lacking in vocabulary or speaking, we approached him and then we give vocabulary every day to memorize].

Kemudian kesulitan yang lain misalnya dalam hal membaca

kita pandu dia kemudian kita membaca setelah itu disuruh mengulang repeat after me supaya dia tahu cara membacanya kemudian kalau ada kosakata

kita baca kemudian diikuti oleh siswa supaya dia tahu bagaimana cara mengucapkan kata tersebut.

[then trouble another for example in terms of reading we scout her/him and then we read after it was told to repeat after me so he/she knows how to read and then if there are vocabulary we read, followed by the student so that he knows how to pronounce the word].

Kalau misalnya dalam menulis, dalam menulis kita terus memeriksa pekerjaannya kemudian kalau ada yang salah kita koreksi bahwa tulisannya seperti ini kemudian selain melakukan pendekatan melalui pemberian tugas kemudian dari tugas itu kita melihat kesulitannya/kelemahan terletak disini setelah itu kita perbaiki. Kita memberikan penjelasan bahwa seharusnya seperti ini.

[for example in the writing, the writing we kept checking his work later that something is wrong we correct that writings like this then in addition to the approach followed by the provision of the task assignments and then we see the difficulty / weakness lies here and then we'll fix it. We give an explanation that should be like this. Tuesday, 26th July 2016; 13.45 p.m.

From the data above, it indicates that the interaction shown is mostly about teacher-student pattern (A). It means that teacher more active than students.

2. Attitude of teachers toward students and students' attitudes toward teachers:

T1: *Guru harus menghormati siswa dan siswa juga harus memiliki wibawa terhadap guru.*

[Teacher has to respect students and students also have authority to teacher].

Tuesday, 26th July 2016; 13.45 a.m.

T2: *Antara guru dan siswa harus mempunyai korelasi yang baik.*

[Between teachers and students must have a good correlation].

Sebagai siswa harus menempatkan diri sebagai siswa, menghormati guru, guru juga harus menghargai siswa supaya hubungannya baik terutama dalam proses belajar.

[as students must place themselves as students respect teachers, teachers also have to appreciate the students that do

well especially in the learning process]. Tuesday, 26th July

2016; 13.45 p.m.

From the data above, it indicates that the interaction shown is mostly about teacher-student-teacher pattern (B). It means that teacher and students are both active.

3. Forms of communication that can be done in interacting with students:

T1: *Menggunakan komunikasi sebagai tindakan atau komunikasi satu arah, komunikasi sebagai interaksi dua arah, komunikasi sebagai transaksi atau komunikasi banyak arah.*

[Used Communication as an act or a one way communication, communication as a two-way interaction, communication as a transaction or communication in many directions]. Tuesday, 26th July 2016; 10.45 a.m.

T2: *Berbicara satu dengan yang lain menanyakan masalah apa yang dialami siswa dalam belajar bahasa inggris setelah itu kita memberikan solusi atau jalan keluar dari masalah yang diungkapkan tersebut.*

[talking to one another asking what the problems experienced by students in learning English after that we provide a solution or a way out of the problems disclosed]. Tuesday, 26th July 2016; 13.45 p.m.

From the data above, it indicates that the interaction shown is mostly about teacher-student-teacher pattern (B). It means that teacher and students are both active.

4. Proximity to the students in the classroom:

T1: *Dekat dengan siswa*

[close with student]. Tuesday, 26th July 2016; 10.45 a.m.

T2: *Cukup dekat dengan menganggap siswa sebagai teman tetapi dalam hal-hal yang wajar antara guru dan siswa.*

[quite close to regard students as friends but in things fair between teachers and students]. Tuesday, 26th July 2016; 13.45 p.m

From the data above, it indicates that the interaction shown is mostly about teacher-student (A). It's mean that teacher more active than students.

5. Interaction with students in the classroom:

T1: *Saya menggunakan interaksi guru-siswa, interaksi siswa- siswi, interaksi grup kecil, interaksi kelas keseluruhan.*

[used student-teacher interaction, student-student interaction, small group interaction, and entire classroom interaction]. Tuesday, 26th July 2016; 10.45 a.m.

T2: *Setiap saat harus terus berinteraksi untuk mengetahui kelemahan dan mengetahui kemampuan siswa. Interaksi dimulai dari greeting, proses pembelajaran, dan menutup pembelajaran.*

[every moment must continue to interact to determine weaknesses and determine the ability of the student. The interaction starts from the greeting, the learning process, and closing learning]. Tuesday, 26th July 2016; 13.45 p.m.

From the data above, it indicates that the interaction shown is mostly about teacher-student-teacher pattern (B). It means that teacher and students are both active.

2. Interview with students

Setting —————> in the classroom, with the students and made interviews.

1. How good talking to teachers:

S1: *Menyapa setiap pagi baik di luar sekolah maupun di dalam sekolah.*

[greet every morning either out of school or in school]. Wednesday, 27th July 2016; 13.50 p.m

S2: *Dengan menggunakan bahasa yang logis dan mudah dipahami.*

[by using language that is logical and easy to understand]. Wednesday, 27th July 2016; 13.50 p.m

S3: *Sopan santun, menggunakan bahasa yang mudah dipahami.*

[manners, using language that is easily understand]. Wednesday, 27th July 2016; 13.50 p.m

S4: *Berbicara dengan sopan.*

[speaking politely]. Wednesday, 27th July 2016; 13.50 p.m

S5: *Berbicara dengan sopan.*

[speaking politely]. Wednesday, 27th July 2016; 13.50 p.m

From the data above, it indicates that the interaction shown is mostly about teacher-student–student-teacher, student-student pattern (D). It means that the optimal interaction between teacher and students and the other students.

2. Proximity to teachers:

S1: *Baik*

[very well]. Wednesday, 27th July 2016; 13.50 p.m

S2: *Baik*

[very well]. Wednesday, 27th July 2016; 13.50 p.m

S3: *Lumayan dekat*

[quite close]. Wednesday, 27th July 2016; 13.50 p.m

S4: *Ada guru yang mempunyai sikap humoris saya dekati dan dan guru yang terlalu serius agak saya jauhi*

[there are teachers who have I approached and humorous attitude and teachers too seriously rather I stay away].

Wednesday, 27th July 2016; 13.50 p.m

S5: *Baik*

[very well]. Wednesday, 27th July 2016; 13.50 p.m

From the data above, it indicates that the interaction shown is mostly about teacher-student–student-teacher pattern (C). It means that interaction process is not only between students but the teacher students demanded more active than the teachers, like teachers, students also can serve as a source of learning for other students.

3. Interaction with the teacher in the classroom:

S1: *Saling bertanya apabila ada kesukaran dalam proses belajar dan pembelajaran.*

[asking each other if there is a difficulty in the process of teaching and learning]. Wednesday, 27th July 2016; 13.50 p.m

S2: *Bertanya jika ada materi yang kurang dipahami.*

[asked if there is material that is poorly understood].

Wednesday, 27th July 2016; 13.50 p.m

S3: *Lancar*

[fluent]. Wednesday, 27th July 2016; 13.50 p.m

S4: *Sopan dan baik*

[polite and very well]. Wednesday, 27th July 2016; 13.50 p.m

S5: *Lancar*

[fluent]. Wednesday, 27th July 2016; 13.50 p.m

From the data above, it indicates that the interaction shown is mostly about teacher-student–student-teacher pattern (C). It means that interaction process is not only between students but the teacher students demanded more active than the teachers, like teachers, students also can serve as a source of learning for other students.

4. Response to the teacher when the teacher taught English in the classroom:

S1: *Merespon dengan serius*

[responding seriously]. Wednesday, 27th July 2016; 13.50 p.m

S2: *Merespon dengan serius*

[responded well]. Wednesday, 27th July 2016; 13.50 p.m

S3: *Merespon dengan serius*

[responded well]. Wednesday, 27th July 2016; 13.50 p.m

S4: *Merespon dengan baik dan memperhatikan apa yang diajarkan.*

[responded well and pay attention to what is being taught].

Wednesday, 27th July 2016; 13.50 p.m

S5: *Merespon dengan baik.*

[responded well]. Wednesday, 27th July 2016; 13.50 p.m

From the data above it indicates that the interaction shown is mostly about teacher-student–teacher pattern (B). It means that teacher and students are both active.

5. Attitude when asked the teacher if there is material that is poorly understood:

S1: *Menunjukkan sikap yang baik, bertanya dengan sopan.*

[showed a good attitude, inquiry politely]. Wednesday, 27th July 2016; 13.50 p.m

S2: *Menggunakan bahasa yang santun dan bisa dipahami*

[using the language was polite and understandable].

Wednesday, 27th July 2016; 13.50 p.m

S3: *Bertanya dengan sopan*

[ask politely]. Wednesday, 27th July 2016; 13.50 p.m

S4: *Berbicara dengan sopan kepada guru*

[speaking politely to the teacher]. Wednesday, 27th July 2016;

13.50 p.m

S5: *Bertanya dengan sopan*

[ask politely]. Wednesday, 27th July 2016; 13.50 p.m

From the data above, it indicates that the interaction shown is mostly about teacher-student–student-teacher, student-student pattern (D). It means that the optimal interaction between teacher and students and the other students.

Based on interviews of teacher-students' in English language patterns of interaction, are commonly used by students In English class is patterns of teacher-students-student-teacher. That the data indicated most of the interaction patterns that are commonly used by the teacher is pattern of teacher-student-teacher (B). And sometimes patterns of interaction that used vary according to the part of subject matter.

Teacher also agree when in the classroom occur interaction between students because students are actively encouraged to further explore the information with others friends, but it there is an obstacle then the teacher is ready to provides information needed by students. And the researcher observation and interview the tenth grade students of SMA Negeri 1 Mengkendek used the pattern of teacher-

student (A), teacher-student-teacher (B), pattern of teacher-student-students-teacher (C), and teacher-student-student-teacher, and student-student (D). But the commonly used by students is pattern of teacher-student- student-teacher (C). Because interaction process is not only between students but the teacher students demanded more active than the teachers, like teachers, students also can serve as a source of learning for other students.

E. CONCLUSION

Based on the findings and discussion in the previous chapter the researcher found out kinds of teacher-students' interaction patterns occur in teaching and learning at the Tenth Grade Students of SMA Negeri 1 Mengkendek in process English class as follow:

The kinds of teacher-students' interaction pattern used of pattern teacher-student (A), pattern teacher-student-teacher (B), pattern of teacher-student-students-teacher (C), and pattern teacher-student-student-teacher, and student-student (D).

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