

# **ENGLISH CLASSROOM INTERACTION IN TWO PRIMARY SCHOOLS AT RURAL AREA**

**SKRIPSI**



**Submitted as part of the prerequisites  
For earning a Bachelor's Degree in Education**

**By :  
MOCH. WAHYU IMAWAN SUKRON MAHFUD  
NIM 20120024**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2024**

**ENGLISH CLASSROOM INTERACTION IN TWO PRIMARY SCHOOLS  
AT RURAL AREA**

**SKRIPSI**  
Presented to  
**IKIP PGRI BOJONEGORO**  
In partial fulfilment of requirements  
For the degree of sarjana in the English Education Department

By  
Moch. Wahyu Imawan Sukron Mahfud  
NIM : 20120024

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2024**

## APPROVAL SHEET

A skripsi with the title " English Classroom Interaction In Two Primary Schools  
At Rural Area " prepared by:

Name : Moch. Wahyu Imawan Sukron Mahfud  
NIM : 20120024  
Study Program : English Education Study Program

To be approved by the skripsi advisor and submitted for the proposal seminar  
stage of the skripsi.

Bojonegoro, 02 July 2024

Advisor I,



Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.  
NIDN. 0723058302

Advisor II,



Ayu Fitriyaningsih, M.Pd.  
NIDN. 0720049101

## LEGITIMATION

A skripsi with the title " English Classroom Interaction In Two Primary Schools At Rural Area " prepared by :

Name : Moch. Wahyu Imawan Sukron Mahfud  
NIM : 20120024  
Study Program : English Education

Has been defended in the thesis session at the English Education Study Program,  
faculty of language and arts, IKIP PGRI Bojonegoro on Monday, 22 July 2024

Bojonegoro, 22 July 2024

Chair



Fitri Nurdianingsih, M.Pd.  
NIDN. 0729058701

Secretary,



Chyntia Heru Woro P, M.Pd.  
NIDN. 0728017903

Examiner 1,



Fitri Nurdianingsih, M.Pd.  
NIDN. 0729058701

Examiner 2,



Dr. Refi Ranto Rozak, M. Pd.  
NIDN. 0702058403

Rector,

Dr. Junarti, M.Pd.  
NIDN. 0014016501

**MOTTO**

*“Success is not final, failure is not fatal: It is the courage to continue that counts”*

**Winston Churchill**

*“The new version of you, is a better version of you”*

**Alvi Syahrin**

## **DEDICATION**

With great gratitude for the grace given by Allah, I dedicate this thesis to:

1. My parents and family without your love, prayers and support, I would never have been able to get to this point. Thank you for all your continued trust and encouragement. You are my source of inspiration to continue trying and achieving the best.
2. All friends of the comrades of 2020, especially the English class, thank you for the togetherness, cooperation and enthusiasm that we have shared over the years. This journey is full of challenges, but our togetherness has made every step lighter and more meaningful.
3. Close friends to those of you who have been true friends through thick and thin, thank you for your motivation, moral support, and togetherness in overcoming various obstacles. This struggle becomes easier and more enjoyable because you are beside me.

## STATEMENT OF AUTHENTICITY

I, the undersigned below :

Name : Moch. Wahyu Imawan Sukron Mahfud  
ID Number : 20120024  
Study Program : English Education Study Program  
Faculty : Language and Arts Education

In order to uphold academic integrity, sincerely and without any coercion from any party, I declare that the thesis is entitled :

### **English Classroom Interaction In Two Primary Schools At Rural Area**

This is my own original work and I have included all sources of information used clearly in the reference list based on the scientific code of ethics. I am aware that if a violation of scientific ethics is found regarding the authenticity of this work, I am personally willing to accept the consequences in accordance with applicable regulations and am ready to bear legal sanctions.

Bojonegoro, 2 July 2024  
The Researcher



Moch. Wahyu Imawan Sukron Mahfud  
NIM. 20120024

## ABSTRACT

Mahfud, Moch. Wahyu Imawan Sukron. 2024. "English Classroom Interaction In Two Primary Schools At Rural Area". Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitriarningsih, M.Pd.

**Keyword :** Classroom Interaction, Primary School, Rural Area

Interaction in the classroom is very important for an effective teaching and learning process. This research focuses on the interaction patterns that occur in English classes in two rural elementary schools and the factors that influence interactions in English classes in two elementary schools, namely MI Falakhiyah I Jampet and SDN Jampet 1. This research uses qualitative methods with observation and interviews as data collection techniques. Observations were carried out directly in class during English lessons and through learning videos made by researcher. Interviews were conducted with English teachers and students at both schools. The data collected is analyzed in depth to gain a holistic understanding of the dynamics of classroom interactions. The research results show that the teacher's role is very important in shaping interaction patterns in the classroom. Active and supportive teachers can create a more interactive and conducive learning environment. Varied and interesting learning strategies, such as educational games and small group discussions, can increase student engagement. A comfortable and supportive classroom environment also contributes to increasing student interaction. Adequate school facilities and teacher experience and qualifications also play an important role in creating effective interactions in the classroom. Interaction in the classroom is influenced by the teacher's approach and environmental conditions. With the right approach, interaction in the classroom can be improved to support a more effective and conducive teaching and learning process. Teachers need to be trained in effective questioning techniques, providing constructive feedback, and increasing student participation. Apart from that, improving school facilities and parental support as well as effective communication can also increase student interaction and involvement in the learning process.



## ABSTRAK

Mahfud, Moch. Wahyu Imawan Sukron. 2024. "English Classroom Interaction In Two Primary Schools At Rural Area". Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianiingsih, M.Pd.

**Kata Kunci :** Interaksi Kelas, Sekolah Dasar, Daerah Pedesaan

Interaksi di dalam kelas sangat penting untuk proses belajar mengajar yang efektif. Penelitian ini berfokus pada pola interaksi yang terjadi dalam kelas bahasa Inggris di dua sekolah dasar pedesaan dan faktor-faktor yang mempengaruhi interaksi dalam kelas bahasa Inggris di dua sekolah dasar yaitu MI Falakhiyah I Jampet dan SDN Jampet 1. Penelitian ini menggunakan metode kualitatif dengan observasi dan wawancara sebagai teknik pengumpulan data. Observasi dilakukan secara langsung di kelas pada saat pembelajaran bahasa Inggris dan melalui video pembelajaran yang dibuat oleh peneliti. Wawancara dilakukan terhadap guru dan siswa bahasa Inggris di kedua sekolah. Data yang dikumpulkan dianalisis secara mendalam untuk mendapatkan pemahaman holistik tentang dinamika interaksi kelas. Hasil penelitian menunjukkan bahwa peran guru sangat penting dalam membentuk pola interaksi di kelas. Guru yang aktif dan suportif dapat menciptakan lingkungan belajar yang lebih interaktif dan kondusif. Strategi pembelajaran yang bervariasi dan menarik, seperti permainan edukatif dan diskusi kelompok kecil, dapat meningkatkan keterlibatan siswa. Lingkungan kelas yang nyaman dan mendukung juga berkontribusi terhadap peningkatan interaksi siswa. Fasilitas sekolah yang memadai serta pengalaman dan kualifikasi guru juga berperan penting dalam menciptakan interaksi yang efektif di dalam kelas. Interaksi di dalam kelas dipengaruhi oleh pendekatan guru dan kondisi lingkungan. Dengan pendekatan yang tepat, interaksi di dalam kelas dapat ditingkatkan untuk mendukung proses belajar mengajar yang lebih efektif dan kondusif. Guru perlu dilatih teknik bertanya yang efektif, memberikan umpan balik yang konstruktif, dan meningkatkan partisipasi siswa. Selain itu, peningkatan fasilitas sekolah dan dukungan orang tua serta komunikasi yang efektif juga dapat meningkatkan interaksi dan keterlibatan siswa dalam proses pembelajaran.

## ACKNOWLEDGEMENT

The author would like to express his gratitude to the presence of God Almighty, because thanks to His mercy and grace the author was able to complete the thesis entitled "English Classroom Interaction in Two Primary Schools at Rural Area". Sholawat and greetings are always offered to the Prophet Muhammad SAW, the prophet who brought us all from the dark era to the bright era. This thesis was prepared to fulfill one of the requirements for obtaining a Bachelor of Education degree at the Faculty of Teacher Training and Education IKIP PGRI Bojonegoro.

In the process of preparing this thesis, the author has received a lot of help, support and guidance from various parties. Therefore, with all humility, the author would like to express his deepest thanks to :

1. Dr. Junarti, M.Pd as the Rector of IKIP PGRI Bojonegoro.
2. Fitri Nurdianingsih, M.Pd as the Dean of the Faculty of Language and Arts Education IKIP PGRI Bojonegoro.
3. Chyntia Heru Woro Prastiwi, M.Pd as Head of the English Language Study Program.
4. Dr. Ima Isnaini Taufiqur Rohmah, M. Pd as Supervisor I, who helped a lot, has provided patient guidance during the preparation until the completion of this thesis.

5. Ayu Fitrianiingsih, M.Pd as Supervisor II, who was very helpful, has provided complete guidance patiently during the preparation until the completion of this thesis.

The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected for future improvements. Hopefully this thesis can provide benefits for the writer, readers and all of us.

Finally, the author hopes that Allah SWT will always bestow His grace and guidance on all of us. Amen.

Bojonegoro, 2 July 2024  
The Researcher

Moch. Wahyu Imawan Sukron Mahfud  
NIM. 20120024

## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>LEGITIMATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>LIST OF PICTURE</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of The Study .....	1
B. Research Problem.....	3
C. Objectives of The Research .....	4
D. Significance of The Study .....	4
E. Definition of Key Terms .....	6
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>8</b>
A. Literature Review .....	8
B. Theoretical Framework .....	10
C. Conceptual Framework .....	15
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>18</b>
A. Research Approach .....	18
B. Setting of Research .....	18
C. Data and Data Resources .....	19
D. Data Collection Techniques .....	20

E. Data Analysis Techniques.....	22
F. Data Validation Techniques.....	23
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>24</b>
A. Data Interpretation .....	24
B. Findings.....	25
C. Discussion .....	38
<b>CHAPTER V CONCLUSION .....</b>	<b>42</b>
A. Conclusion.....	42
B. Suggestions .....	45
<b>BIBLIOGRAPHY .....</b>	<b>48</b>
<b>APPENDIX .....</b>	<b>51</b>

**LIST OF TABLE**

Table 2.1 Conceptual Framework.....17

## LIST OF PICTURE

Figure 2.1 One-Way Interaction Pattern.....	11
Figure 2.1 Two-Way Interaction Pattern.....	11
Figure 2.1 Multi-Way Interaction Pattern.....	12

## **LIST OF APPENDICES**

Appendix 1 Interview Guidelines.....	51
Appendix 2 Interview Transcript.....	53
Appendix 1 Field Note.....	63



# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English education in primary schools has a crucial role in shaping students' communication skills. However, when talking about rural areas, there are challenges in implementing English language learning. Factors such as accessibility to educational resources, socio-economic background, and unique cultural environments can influence the dynamics of interactions in the classroom. Not to mention the low motivation of students in learning, lack of support from parents, and lack of supporting facilities are obstacles to learning carried out in rural areas (Nash', 2023).

English itself as an international language is currently important to be learned to improve language skills from an early age. Aziza (2020) said that English has become the most widely used language in the world, so learning English is important for all people in the world and makes it a second language after their main language.

According to Sari (2018) classroom interaction refers to the activities carried out by teachers and students in a class and they are involved with each other by the teaching given by the teacher. Interaction in the classroom between teachers and students is also important in the teaching and learning process, with good interaction the lessons conveyed by the teacher will be easily conveyed to the students. This is further strengthened by the opinion of Sari (2018) who believes that classroom

interaction is seen as important because it involves teachers and students in the teaching carried out in the classroom. In this way, the conditions of teaching in the classroom are largely determined by the way of interaction that occurs in the class. If the interaction between the teacher and students is good then it is very likely that the teaching and learning process will run well too, conversely if the interaction is bad then it is very likely that the learning process teaching will go badly too.

Rural areas are often faced with limited resources, including educational facilities, limited teaching staff, low awareness regarding the importance of education, economic factors, the environment and distance to school (Abduh et al., 2022). This is also in line with the opinion of Febriana et al. (2018) who stated that education in rural schools in Indonesia is still far from adequate because there are still many obstacles that hinder the learning and teaching process. Based on the statement above, the 2 schools that will be targeted in this research are included in the rural school category, due to limitations in teaching facilities, economic factors, parental factors and so on. It is hoped that research on differences in classroom interactions between two primary schools in rural areas can provide an in-depth understanding of how classroom interactions work in an environment that has challenges as mentioned above.

In an effort to understand the dynamics of interaction in English classes in rural areas, it is important to identify the interaction patterns that emerge in two different elementary schools. According to Sanjaya (2005)

interaction patterns in learning are divided into 3 types, namely one-way interaction patterns, two-way interaction patterns, and multi-way interaction patterns. In this case, the researcher tries to identify which interaction patterns exist in primary schools in rural areas.

Previous research may have been inadequate in exploring interactions in English classes in rural areas. Most studies tend to focus on urban environments or larger schools. By understanding the dynamics of interaction in English classes in rural areas, this research can provide valuable insights for educators to improve their teaching practices. This research offers a new perspective with a focus on rural areas, which is often overlooked in the academic literature, providing an important contribution to our understanding of variations in English classroom interactions in rural areas. The findings from this research could have a significant impact on the development of education policy in rural areas, including resource allocation and teacher training.

From the explanation above, researcher think that classroom interaction research in rural areas is important to carry out, with the hope that it can become a reference for other researcher on the same topic.

## **B. Research Problem**

1. What are the patterns of English classroom interaction between teachers and students in two Primary schools?
2. What are the factors that influence English classroom interaction in two Primary schools?

### **C. Objectives of The Research**

1. To identify and analyze patterns of English classroom interaction, focusing on the interactions between teachers and students in English classes at two Primary Schools.
2. To investigate and understand the factors that influencing the interaction in two English classes at Primary School.

### **D. Significance of The Study**

In this case, the significance of research can be divided into two categories, namely theoretical benefits and practical benefits. Below, I will detail the merits of the research from both perspectives.

#### 1. Theoretical benefits

##### a. Contribution to educational research

This research can add to academic literature about interactions in English classes, especially in rural areas. And it can provide more insight into the dynamics of interaction in elementary school English classes.

##### b. Development of Educational Theory:

This research will enrich educational theories with empirical data from two different elementary schools in rural areas. And also helps identify factors that influence interaction in the English class.

##### c. Understanding the Rural Education Context:

This research can contribute to the literature related to education in rural areas. By focusing on interactions in English classrooms, this research can open new insights into the unique challenges and opportunities faced by students and teachers in rural schools.

## 2. Practical Benefits

### a. Development of Effective Teaching Strategies:

The research results can provide insight for educators and policy makers about the most effective teaching strategies in educational contexts in rural areas. This can help improve the quality of English learning in these schools.

### b. Increased Student Involvement:

By understanding classroom interactions, teachers can identify ways to increase student participation. This can have a positive impact on students' understanding and mastery of English in rural areas.

### c. Education Policy Recommendations:

This research can provide a basis for educational policy makers to develop programs and policies that are more appropriate to the educational needs of rural areas. Recommendations resulting from this research can help improve the effectiveness of English language learning programs in rural settings.

## 3. Pedagogical benefits

### a. Increased Student Engagement :

Analyzing classroom interactions can help in understanding the extent to which students are involved in the English learning process.

b. development of student understanding :

Understanding how teachers use particular techniques in classroom interactions can contribute to improving students' understanding and response to English.

By detailing the theoretical, practical, and pedagogical benefits, it is hoped that this research will not only contribute to the development of academic theory, but also provide practical and pedagogical insights that can help teachers and students identify classroom interactions in rural areas.

## **E. Definition of Key Terms**

To minimize errors in understanding, researchers include definitions of several key words which will be explained below:

1. Classroom Interaction

According to (Herza Putri, 2022) Classroom interaction is defined as an interaction between the teacher and learners, and among the learners in the classroom.

2. Primary School

Quoting from Britannica sources, T. Editors of Encyclopaedia (2023) primary school or elementary school is the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13.

### 3. Rural Area

According to (Putri et al., 2022) Rural area definitions generally refer to classifications based on topography, access or distance to urban facilities, agricultural landscape or population density