

**TEACHER STUDENT CLASSROOM INTERACTION IN TEACHING
VOCABULARY AT EIGHT GRADE IN SMP ISLAM ANNUR JEMBER**

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
to fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Program



By:

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**STATE ISLAMIC UNIVERSITY
OF KIAI ACHMAD SHIDDIQ JEMBER**

FACULTY OF EDUCATION AND TEACHER TRAINING

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TEACHER STUDENT CLASSROOM INTERACTION IN TEACHING
VOCABULARY AT EIGHT GRADE IN SMP ISLAM ANNUR JEMBER

THESIS

Has been examined and approved in partial of
the requirements of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Thursday
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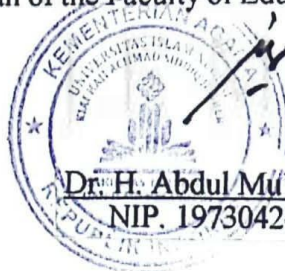
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّبُوا فِي الْمَجَالِسِ فَافْسَحُوا لِبَعْضِ النَّاسِ ۖ إِنَّكُمْ ۖ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا ۚ يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"Those who believe! When it is said to you, 'Make room in the assembly,' then make room, surely Allah will make room for you. And when it is said, 'Stand up,' then stand up, surely Allah will raise those who believe among you and those who have been given knowledge by several degrees. And Allah is Most Accurate in what you do.'"¹



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JEMBER

¹ Kementerian Agama Republik Indonesia. (2019). *Al-Qur'an dan terjemahannya*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, Balitbang dan Diklat, Kemenag RI.

DEDICATION

Bissmillahirrohmanirrohim, as researcher, I dedicate this thesis to:

1. My beloved Father and Mother, I dedicate this thesis as a token of my endless and immeasurable gratitude, who always pray for me and serve as my support system in life.
2. My beloved Husband and son who have who help me and give me Support and motivation.
3. My beloved big family who always give support, attention, and Prayer of me.
4. Last but not least, thanks for my self to do great things and stay alive.



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Salawat Ma'assalam, may it continue to be bestowed upon our great leader, the Prophet Muhammad SAW, who has guided us from the era of ignorance to the era of enlightenment, which is the religion of Islam.

The author realizes that there are still many mistakes and shortcomings in the preparation of this thesis. The author hopes that this thesis can be beneficial for future authors and others. In this writing, the author has gained many lessons and motivational support, and the author expresses thousands of thanks to friends, relatives, and family who have helped both directly and indirectly, so that the preparation of this thesis can be completed well.

I would like to express my heartfelt gratitude to the person I hold in high esteem. On this occasion, I extend my deepest thanks to:

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- To my fellow comrades at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri KH Acmad Siddiq Jember, thank you for your support and enthusiasm in the preparation of this thesis.

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Jember, 19 Mei 2025

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ABSTRACT

Holisatul Ilmiyah, 2025 : *Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember*

Kata Kunci : *Teacher student classroom interaction, Teaching Vocabulary*

This study investigated the nature of teacher-student classroom interaction in teaching vocabulary at the eighth grade of SMP Islam ANNUR Jember. Vocabulary is a fundamental element in language learning, and effective interaction between teacher and students is essential to support vocabulary acquisition.

The research applied a qualitative method to explore how teachers interact with students during vocabulary lessons and how they evaluated student learning. Data were collected through classroom observations, interviews with teachers and students, and documentation.

The findings reveal that the interaction pattern predominantly follows the Initiation-Response-Feedback (IRF) model, where the teacher initiates, students respond, and feedback is given. Teaching techniques included group work, vocabulary games, and role plays, which significantly enhance student participation and contextual vocabulary use.

Evaluation was conducted informally and orally, focusing on students' ability to understand, pronounce, and apply new vocabulary in spoken sentences. The interaction observed was mostly teacher-led but also incorporated interactive activities that motivated students to participate actively. Overall, classroom interaction in this context plays a crucial role in enhancing vocabulary mastery, student engagement, and confidence in using English.

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12. Author Biodata



CHAPTER 1

INTRODUCTION

A. Background of research

Vocabulary is a basic element in language skills that greatly influences students' ability to communicate effectively, both orally and in writing. Without adequate vocabulary mastery, students will have difficulty understanding others or conveying their own ideas. Therefore, vocabulary teaching is a major aspect in learning English, especially in the context of English as a Foreign Language (EFL) (Nation, 2001)².

In the vocabulary learning process, interaction between teachers and students plays an important role in bridging the gap between passive introduction and active use of vocabulary. Teachers not only introduce new words, but also guide students to use them through questions and answers, discussions, and various other communicative activities. Sinclair and Coulthard (1992)³ stated that the Interaction-Response-Feedback (IRF) pattern is a common structure in classroom discourse that reflects the dynamics of such interactions and helps strengthen vocabulary mastery.

This model is an important basis in the analysis of classroom interaction because it shows how pedagogical communication is formed systematically. By using the IRF model, researchers can identify the

² Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

³ Sinclair, J. M., & Coulthard, M. (1992). Towards an analysis of discourse. In M. Coulthard (Ed.), *Advances in spoken discourse analysis* (pp. 1–34). Routledge.

dominant role of the teacher in directing the conversation, as well as how many opportunities are given to students to actively participate in class discussions. Observations in practice show that there are problems in students and in the process of learning

Hall and Walsh (2002)⁴ emphasize that teacher-student interaction is central to the language learning process. They argue that through classroom interaction, students not only receive linguistic information but also have the opportunity to use language actively in meaningful contexts. Teacher-student interaction creates space for negotiation of meaning, direct feedback, and development of communicative competence. The authors also show that the type and quality of interaction greatly influence learning outcomes. Interactions that are dialogic and provide space for active student participation have been shown to be more effective in promoting language development. Conversely, interaction patterns that are dominated by the teacher can limit students' opportunities to practice and use the target language in real terms.

One of the main factors that influence the success of vocabulary teaching is classroom interaction, especially between teachers and students. Classroom interaction includes verbal and nonverbal communication that occurs during the learning process. This interaction plays an important role in supporting language acquisition, increasing

⁴ Hall, J. K., & Walsh, M. (2002). *Teacher-student interaction and language learning*. *Annual Review of Applied Linguistics*, 22, 186–203.
<https://doi.org/10.1017/S0267190502000107>

student participation, and creating an interactive learning atmosphere (Walsh, 2011)⁵. Through meaningful interaction, teachers can demonstrate appropriate vocabulary usage, provide feedback, and encourage students to apply new vocabulary in appropriate contexts..

Despite its importance, many classrooms in EFL settings still experience teacher-centered instruction with limited student participation. This may hinder opportunities for students to internalize and practice vocabulary effectively. Therefore, understanding the nature and quality of teacher-student interaction in vocabulary teaching is essential for improving instructional strategies and learning outcomes.

Richards and Lockhart (1994)⁶ introduced the concept of reflective teaching as an approach that encourages teachers to actively evaluate and improve their teaching practices, including classroom interactions. They argue that through reflection, teachers can understand the patterns of interaction that occur in the classroom, identify the strengths and weaknesses of the approaches used, and design strategies to create a more interactive and communicative learning atmosphere.

This book also emphasizes that reflective teachers do not only deliver material, but also consciously facilitate student engagement, encourage the exchange of ideas, and build a collaborative learning environment.

⁵ Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

⁶ Richards, J. C., & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.

Interaction is one of the factors that support student learning achievement. As is generally known, interaction between students and teachers, teachers and students, students and students, students and materials affect student learning activities and teacher teaching activities. If the interaction is of good quality, then it is very possible that an effective and efficient English teaching and learning process will emerge. Such an English teaching and learning process can support the quality of student learning achievement.

Brown (2001)⁷ emphasizes that effective language teaching must be interactive and communicative. He states that classroom interaction is a fundamental element in language teaching because it allows students to practice language in a real and contextual way. Through interaction, students not only understand the structure of language, but also use it to communicate, negotiate meaning, and build interpersonal understanding. Brown also outlines pedagogical principles that emphasize the active role of students in the learning process, including the importance of participating in classroom conversations and opportunities to experiment with the target language in a supportive environment.

From previous research by Muslem and Abbas (2017)⁸ conducted in Aceh, Indonesia, found that classroom interactions in English learning

⁷ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

⁸ Muslem, A., & Abbas, E. W. (2017). The Analysis of Teacher-Students' Talk in the Classroom Interaction. *Studies in English Language and Education*, 4(2), 141–150. <https://doi.org/10.24815/siele.v4i2.6327>

are still dominated by teachers. This results in students having less opportunity to speak and use the target language actively. The study suggests that teachers use more communicative approaches and give students more time to speak.

B. The Research Question

Drawing from the background of the study, the researchers identified the research problem as follows “Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember”

1. How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR?
2. How is the teacher students evaluate in Teaching vocabulary at SMP Islam ANNUR?

C. Research Objectives

Based on the research problem stated above, this study aims to:

1. To describe the teacher-student interaction in teaching vocabulary in the classroom at SMP Islam ANNUR.
2. To examine how the teacher evaluates students in teaching vocabulary at SMP Islam ANNUR.

D. Signifikan Of Research

This research is expected to provide both theoretical and practical contributions to the field of English language teaching, particularly in the area of vocabulary

instruction through classroom interaction.

1. Theoretical Significance

The study contributes to the understanding of how classroom interaction, especially between teachers and students, influences vocabulary acquisition⁹. It offers insights into interaction patterns and discourse strategies that support effective language learning¹⁰. The findings may enrich the literature on classroom discourse analysis and vocabulary teaching methodologies.

According to Hall and Walsh (2002)¹¹, teacher-student interaction is the main foundation in constructing language knowledge. Therefore, this study contributes to documenting and analyzing the interaction practices that occur in real English classes.

2. Practical Significance

a. For Teachers

This study can help English language teachers become more aware of their interaction styles and how they affect students' vocabulary development.

⁹ Sinclair, J. M., & Coulthard, M. (1992). Towards an analysis of discourse. In M. Coulthard (Ed.), *Advances in spoken discourse analysis* (pp. 1–34). Routledge.

¹⁰ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

¹¹ Hall, J. K., & Walsh, M. (2002). Teacher–student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186–203.

This study can encourage the use of more interactive and communicative techniques in teaching vocabulary.

b. For Students

By understanding how interaction benefits vocabulary learning, students can become more engaged and active participants in the learning process.

c. For Educational Institutions

This study can inform curriculum developers and teacher trainers about the importance of interactive classrooms, leading to the development of better training programs and teaching materials.

E. Definition of Terms

To avoid misunderstanding and ensure clarity in this study, several key terms are explained as follows:

1. Teacher-Student Interaction

Teacher-student interaction is a two-way communication process that takes place between teachers and students during classroom learning activities. This form of interaction can be in the form of questions, answers, discussions, giving feedback, or

instructions that occur throughout the teaching and learning process (Walsh, 2011)¹².

In vocabulary teaching, teacher-student interaction plays a very vital role. Through this interaction, students can understand the meaning of new words contextually, practice correct pronunciation, and apply the vocabulary in sentences or conversations. Teachers can also provide examples of vocabulary usage in real situations and encourage students to actively use the words in everyday communication.

2. Classroom Interaction

Is all forms of verbal and nonverbal communication that occur in the classroom environment between teachers and students or between students. This interaction plays an important role in creating an active learning atmosphere and supporting the achievement of language learning goals (Sinclair & Coulthard, 1992)¹³.

Classroom interaction refers to all forms of communication that occur in the classroom between teachers and students, or between students themselves. This interaction includes the exchange of information, ideas, questions, responses, and verbal and nonverbal expressions that occur during the learning process.

In modern education, classroom interaction is considered a key

¹² Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

¹³ Sinclair, J. M., & Coulthard, M. (1992). Towards an analysis of discourse. In M. Coulthard (Ed.), *Advances in spoken discourse analysis* (pp. 1–34). Routledge.

component that supports the achievement of learning objectives, because it can create an active, collaborative, and communicative learning environment.

3. Teaching Learning

Refers to the process of introducing, explaining, practicing, and reinforcing English vocabulary to students. Teaching vocabulary involves certain strategies to help students understand the meaning, usage, and pronunciation of words in appropriate contexts (Nation, 2001)¹⁴.

Learning emphasizes more on the active process experienced by students in building understanding, absorbing information, and developing skills. Learning is not only limited to listening to teacher explanations, but also includes critical thinking activities, solving problems, collaborating, and reflecting on what has been learned. In the modern learning approach, students are placed as active subjects (student-centered learning) who have a major role in organizing and controlling their own learning process.

4. Vocabulary

Vocabulary is a collection of words in a language that are known or used by a learner. In the context of language learning,

¹⁴ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

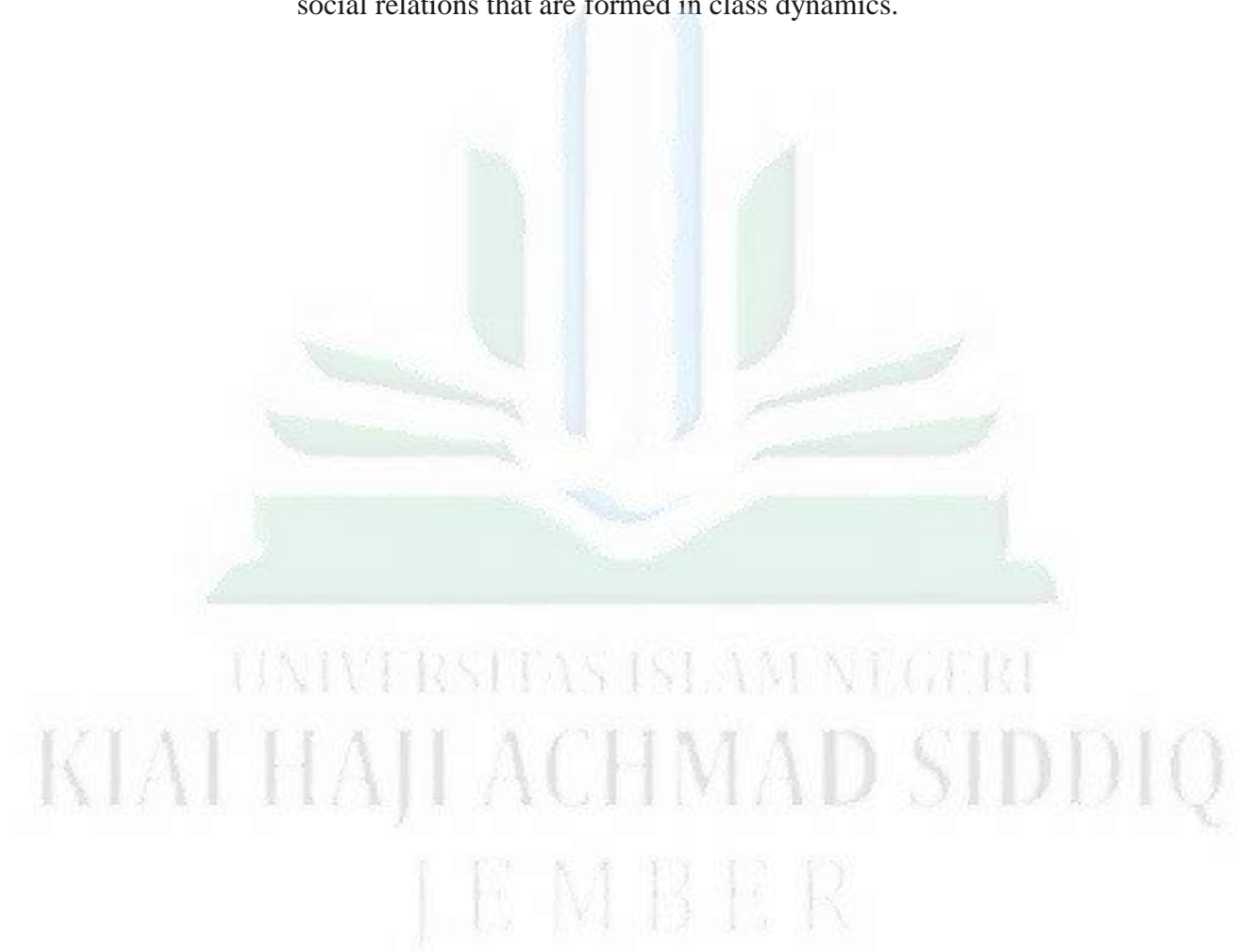
vocabulary includes nouns, verbs, adjectives, and other word forms needed to communicate effectively.

In classroom learning practices, vocabulary teaching strategies can include the use of images, visual media, word games, contextual learning, use of dictionaries, to repetition and varied exercises. Teachers can also utilize classroom interactions as a means to introduce and reinforce new vocabulary naturally and meaningfully.

5. Social interaction between teachers and students in vocabulary learning at SMP Islam ANNUR plays an important role in creating an active and communicative learning atmosphere, which also supports the development of students' language skills. This form of interaction is reflected in various verbal and nonverbal communications, such as question and answer sessions, discussions, giving instructions, feedback, and interactive activities such as vocabulary games and role plays.

Data obtained through observation and interviews show that social interactions that take place effectively not only clarify students' understanding of the meaning of vocabulary, but also encourage their courage to use it in real contexts. In this case, the teacher acts as a facilitator who builds positive relationships with students, provides learning stimuli, and creates a classroom environment that is conducive to active participation.

Thus, social interactions analyzed through descriptive data become a key element in the process of meaningful language learning. This is because these interactions are able to connect students' cognitive and affective aspects in understanding and applying vocabulary effectively. This confirms that the learning process does not solely focus on delivering material, but also on social relations that are formed in class dynamics.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Based on the previous research, the result of study had been :

Teacher-student interaction is a central component in the language learning process. It encompasses all verbal and non-verbal exchanges between teachers and students during classroom activities, such as questioning, responding, giving feedback, and guiding discussions. According to Walsh (2011)¹⁵, such interactions are essential for building communicative competence and fostering language development. Effective interaction not only transmits knowledge but also creates opportunities for students to actively use the language in meaningful contexts.

Sinclair and Coulthard (1992)¹⁶ introduced the Initiation-Response-Feedback (IRF) model, a structure commonly used to analyze classroom discourse. This model demonstrates how pedagogical communication unfolds and highlights the dominant role of teachers in managing classroom talk. It also reveals the extent to which students are engaged in the learning process. A balanced IRF cycle can provide students with both structure and space to practice new vocabulary, whereas teacher-dominated discourse can limit student participation.

¹⁵ Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

¹⁶ Sinclair, J. M., & Coulthard, M. (1992). Towards an analysis of discourse. In M. Coulthard (Ed.), *Advances in spoken discourse analysis* (pp. 1–34). Routledge.

Hall and Walsh (2002)¹⁷ emphasized that interaction should be dialogic and reciprocal, allowing learners to negotiate meaning and receive immediate feedback. They argue that interaction is not only a means of delivering content but also a critical tool for constructing linguistic knowledge.

Vocabulary plays a fundamental role in enabling learners to communicate effectively. Nation (2001)¹⁸ stated that without sufficient vocabulary, students cannot understand others or express their own thoughts. Teaching vocabulary, therefore, should not only involve presenting new words but also provide students with opportunities to practice them in communicative contexts.

Interaction in the classroom becomes particularly significant in vocabulary instruction. Through meaningful communication, students are able to encounter vocabulary in use, apply it in context, and reinforce retention through repetition and feedback. Walsh (2011)¹⁹ explained that classroom interaction supports language acquisition by maintaining engagement and fostering active participation. Teachers can demonstrate correct word usage and provide context-rich examples during interactions, which helps students grasp meaning and form.

Brown (2001)²⁰ also supported the view that interaction is crucial in effective language teaching. He stressed the importance of creating interactive environments where students are encouraged to experiment with the language. In

¹⁷ Hall, J. K., & Walsh, M. (2002). Teacher–student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186–203. <https://doi.org/10.1017/S0267190502000107>

¹⁸ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

¹⁹ Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

²⁰ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

such settings, learners are given opportunities to speak, make mistakes, and improve through interaction.

Reflective teaching, as introduced by Richards and Lockhart (1994)²¹, encourages educators to analyze and evaluate their own classroom practices. Through reflection, teachers can identify the strengths and limitations of their interaction techniques, and adjust their strategies to improve student engagement. A reflective approach promotes not only the transmission of knowledge but also the creation of a collaborative and communicative classroom environment.

By being reflective, teachers become more aware of the impact their communication style has on student participation and learning. This awareness enables them to design better interaction patterns and apply more effective vocabulary teaching strategies.

Research conducted by Muslem and Abbas (2017)²² in Aceh, Indonesia, found that classroom interaction in English teaching remains largely teacher-centered. This limits students' opportunities to speak and use the target language. The study recommended that teachers adopt more student-centered, communicative approaches to encourage greater learner involvement

²¹ Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University Press.

²² Muslem, A., & Abbas, M. (2017). The effectiveness of teacher talk in the EFL classroom: A case study in Aceh, Indonesia. *English Education Journal (EEJ)*, 8(4), 469–481.

The Similarities and Differences

No	Researcher(s) Focus of Study	Similarities	Differences
1	Walsh (2011) Importance of classroom interaction in language development	Emphasizes the role of teacher-student interaction in building communicative competence	Focuses more on discourse features and classroom communication techniques
2	Sinclair & Coulthard (1992) IRF (Initiation- Response-Feedback) model in classroom discourse	Highlights structured patterns of classroom interaction	Analyzes classroom interaction structurally rather than communicatively
3	Hall & Walsh (2002) Dialogic interaction and feedback in language learning	Supports meaningful, two-way communication in learning	Stresses mutual negotiation and learner autonomy more explicitly
4	Nation (2001) Role of vocabulary in communication and learning	Acknowledges the need for vocabulary practice in communicative	Focuses specifically on vocabulary acquisition and pedagogical vocabulary strategies

		contexts	
	Brown (2001) Interactive language teaching methods	Emphasizes interactive, student-centered learning environments	Advocates for student experimentation and learning through errors
	Richards & Lockhart (1994) Reflective teaching in interaction and vocabulary strategies	Encourages improved classroom interaction through teacher awareness	Centers on teacher reflection and pedagogical development rather than student behavior
	Muslem & Abbas (2017) Classroom interaction practices in Indonesia	Identifies teacher dominance as a barrier to effective interaction	Focuses on localized (Indonesian) context; recommends communicative teaching to increase student participation

B. Theoretical Study

1. Teacher Student Interaction

Teacher-student interaction is an essential component in the language learning process. It refers to the two-way communication that occurs between teachers and students during classroom activities. According to Walsh (2011)²³, this interaction took many forms, including asking and answering questions, classroom discussions, feedback delivery, and giving instructions. These communicative exchanges not only support content delivery but also serve as a platform for students to practice using the target language in real contexts. Effective teacher-student interaction allowed learners to be actively involved, receive immediate feedback, and clarify meaning, which enhances their overall language proficiency and learning experience. In the context of language learning (English as a Foreign Language/EFL), these interactions became an important means of enriching students' learning experiences and improving their language competence.

1. Forms of Teacher-Student Interaction

According to Steve Walsh (2011)²⁴ in his book *Exploring Classroom Discourse*, teacher-student interaction can occur in several main forms:

a. Asking and Answering Questions

- The teacher asks questions to stimulate students' thinking.
- Students answered questions as a form of active participation.
- Example: Guru: "What does the word 'enormous' mean?"

(Inisiasi)

²³ Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.

²⁴ Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

Siswa: “It means very big.” (Respon)

b. Class Discussion

- The teacher facilitated group discussions or class discussions to build shared understanding.
- Discussions allowed students to express their opinions, hear other people's perspectives, and improve their understanding.

c. Feedback Delivery

- The teacher provides feedback on student performance.
- Feedback became positive, corrective, or clarifying of student responses.
- These helped students recognize errors and improve language use.

d. Giving Instructions

- The teacher provided directions or instructions in the target language, such as telling students to open books, form groups, or begin a task.
- Clear and communicative instructions to create an effective learning situation.

2. Function of Teacher-Student Interaction in Language Learning

According to Brown (2001)²⁵ and Nunan (1991)²⁶, Teacher-student interaction not only functions to deliver material but also has other important roles:

²⁵ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

a. As a Place for Language Practice

- Providing opportunities for students to practice the language in real life.
- Facilitating speaking, listening, negotiating meaning, and turn-taking skills.

b. Supporting Students' Language Development

- Effective interaction allowed for modified output and negotiation of meaning, two important processes in language learning.
- Encourages negotiation of meaning, which is important in second language acquisition.

c. Increase Motivation and Active Participation

- Students felt valued and more confident when given the opportunity to speak and receive feedback.
- This creates a supportive and participatory learning environment.

3. Characteristics of Effective Interaction

According to Walsh (2011)²⁷, effective interaction in the classroom has the following characteristics:

- Clarity: The teacher spoke clearly and according to the students' level of understanding.
- Wait-time: The teacher gave enough time after asking a question so that students can think before answering.

²⁶ Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall

²⁷ Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

- Turn-taking: The teacher gave students the opportunity to take turns speaking.
- Feedback: The teacher provided constructive feedback and encourages students to think more deeply.

4. Impact of Interaction on Vocabulary Learning

In the context of vocabulary teaching, teacher-student interaction is very important because:

- It helped students understand the meaning of words through context in conversation.
- Giving students the opportunity to use new vocabulary actively.
- Providing immediate feedback on the correct use of vocabulary.
- It helped word retention through repetition in interaction (Nation, 2001)²⁸.

2. Classroom Interaction

Classroom Interaction refers to all forms of communication that occur in the classroom between teachers and students, or between students. This interaction can be verbal (such as asking, answering, discussing) or non-verbal (such as facial expressions, body movements, intonation).

According to Nunan (1991)²⁹, classroom interaction is an integral part of language learning because it provides a context in which language is used in a real and meaningful way.

²⁸ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Brown (2001)³⁰ states that interaction is the “heart of communication”, which has a reciprocal influence on students and their learning process.

In the context of teaching foreign languages, the nature of classroom interaction contrasts with that of routine social communication.. This can be seen from the definitions of several experts. According to Richards (2008:14)³¹, the term classroom interaction refers to the structure of both verbal and non-verbal communication, as well as the nature of social connections formed in the learning environment.that occur in the classroom. In EFL classes, verbal interaction means communication that occurs through teacher and student conversations. Verbal interaction occurs because the teacher and students talk, while non-verbal interaction includes body language or facial expressions of the teacher and students when they communicating without using words. Chaudron (2007: 24)³², adds that classroom interaction includes classroom behavior such as taking turns speaking, asking and answering, negotiating meaning and feedback.

Class interaction is correlated with teacher teaching style. Creemers and Kyriakides (2003: 22)³³, argue that class interaction is really related to teacher style. The correlation arises from the fact that the more teachers use different teaching styles, the more teachers know how to get students involved in class interaction.

²⁹ Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

³⁰ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

³¹ Richard, S., & Jack C. (2002). *Longman Dictionary of : Language Teaching and Applied Linguistics* London: Pearson Education Limited.

³² Chaudron, C. (1998). *Second Language Classrooms*. Research on Teaching and Learning. Cambridge: Cambridge University Press.

³³ Creemers, M. P. B. (1994). *The efective classroom*, London: Cassell.

This means that teachers are the key people who will make students participate in class interaction actively and directed. This means that when teachers give students the opportunity to speak, students will be enthusiastic to participate in the learning process. Based on the explanation above, class interaction is all interactions that occur in the teaching and learning process, where teachers determine the interactions that occur in the classroom.

- **Functions of Class Interaction**

According to Walsh (2011)³⁴ and Richards & Lockhart (1996)³⁵, class interaction has several main functions in learning:

- a. **Delivering Information**

Teachers use interaction to explain material, provide examples, and deliver instructions.

- b. **Increasing Student Participation**

Encourage students to actively speak, answer, and ask questions so that learning becomes two-way.

- c. **Practicing Language Skills**

Interaction provides a real context for listening, speaking, reading, and writing activities.

- d. **Building Understanding of Meaning**

³⁴ Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. London: Routledge.

³⁵ Richards, J. C., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Interaction helps students negotiate meaning when there is a misunderstanding or confusion.

e. Providing Direct Feedback

Teachers can immediately correct mistakes or provide clarification.

According to Canale & Swain (1980)³⁶, the main function of interaction in language learning is to form complete communicative competence, which includes grammatical, social, discourse, and strategy aspects. Interaction allows students not only to know "what" and "how" in language, but also to know "when", "with whom", and "for what purpose" the language is used.

▪ Types of Classroom Interaction

According to Brown (2001)³⁷ and Nunan (1991)³⁸, the forms of interaction in the classroom include:

a. Teacher ↔ Whole Class (Teacher and the whole class)

Usually in the form of explanations, questions and answers, open discussions.

b. Teacher ↔ Student (Teacher and individual students)

Direct questions and answers or dialogue.

c. Student ↔ Teacher (Students initiate interaction)

Questions, clarification, asking for help.

³⁶ Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47

³⁷ Brown, H.D. (2001) – *Teaching by Principles: An Interactive Approach to Language Pedagogy*

³⁸ Nunan, D. (1991) – *Language Teaching Methodology*

d. Student ↔ Student (Between students)

Pair work, group discussion, role play.

3. Teaching Vocabulary

Vocabulary teaching is a systematic process that teachers use to help students recognize, understand, and use new understanding in meaningful communication contexts. Vocabulary is an important component of language acquisition because it is the foundation for other language skills: listening, speaking, reading, and writing. According to Nation (2001)³⁹, teaching includes the introduction of word forms, word meanings, and the use of words in appropriate contexts.

▪ The Purpose of Teaching Vocabulary

The main objectives of teaching vocabulary include:

- Increasing the number of vocabulary words known and used by students.
- Helping students understand the meaning of words in specific contexts.
- Encouraging active use of words in speaking and writing.
- Increasing students' understanding of spoken and written texts.
- Developing students' awareness of semantic and morphological relationships between words.

▪ Aspects Taught in Vocabulary

³⁹ Nation, I.S.P. (2001) – *Learning Vocabulary in Another Language*

According to Nation (2001), there are three main aspects in vocabulary mastery:

a. Form

- Spoken form: pronunciation of words
- Written form: spelling of words
- Word parts: prefixes, suffixes, roots (morphology)

b. Meaning

- Concept: general meaning of words
- Referents: context or situation in which words are used
- Associations: relationships of words with other words (synonyms, antonyms, collocations)

c. Use

- Grammatical functions: word classes (nouns, verbs, adjectives, etc.)
- Collocations: words that often appear together
- Constraints on use: register (formal/informal), frequency, culture

■ Strategies and Methods in Teaching Vocabulary

a. Direct Teaching

- Teaches words explicitly.
- Uses vocabulary lists, definitions, synonyms, and example sentences.

- Suitable for academic and technical words.

b. Contextualized Teaching

- Introduces words in the context of a sentence, paragraph, or dialogue.
- Teaches the meaning of words through stories, reading, or conversation.
- Helps understand words through guessing from context.

c. Visual Aids and Realia

- Uses pictures, flashcards, real objects.
- Helps strengthen the relationship between word form and meaning.

d. Interactive Activities

- Language games: word bingo, pictionary, crosswords.
- Group discussions, role play, or storytelling.
- Increasing retention through practice and student involvement.

e. Mnemonic Techniques

- Memory techniques such as acronyms, humorous associations, or songs.

▪ Vocabulary Teaching Approach

a. Incidental Learning

- Vocabulary acquisition occurs indirectly when reading, listening, or interacting.
- Requires repeated exposure to words in various contexts.

b. Intentional Learning

- Direct focus on learning new words through practice and repetition.
- Quicker to introduce important and difficult vocabulary.

c. Integrated Learning

- Vocabulary is taught as part of other skills such as reading or writing.

▪ Vocabulary Evaluation and Assessment

- Objective tests: multiple choice, matching words to definitions.
- Productive tests: filling in blanks, making sentences using words.
- Contextual tests: comprehension in text or use in oral communication.

▪ Challenges in Teaching Vocabulary

- Students have difficulty remembering new words.
- Differences between written and spoken forms.
- Word meanings change depending on context.
- Lack of repeated practice.

4. Vocabulary

According to Scott Thornbury (2002)⁴⁰, vocabulary is the center of language skills. A person cannot communicate effectively without knowing enough words. Although grammar is important, it is words that carry meaning in communication.

▪ Vocabulary Components (Vocabulary Knowledge)

According to Nation (2001)⁴¹, vocabulary knowledge includes three main aspects:

a. Form

- Spoken form: pronunciation of words (example: /'kæt/ = cat)
- Written form: spelling of words (example: cat)
- Word parts: word structures such as prefixes (un-), suffixes (-ness), and roots

b. Meaning

- Form-meaning connection: the relationship between words and their meanings
- Concept and referents: understanding of the concepts represented by words in various situations
- Associations: semantic relationships such as synonyms, antonyms, collocations

c. Use

⁴⁰ Thornbury, S. (2002). *How to Teach Vocabulary*. Longman.

⁴¹ Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press

- Grammatical functions: the role of words in sentences (nouns, verbs, etc.)
- Collocations: words that tend to appear together (eg make a decision)
- Constraints: limitations on word usage (formal/informal, social situations)

▪ Types of Vocabulary

According to Nunan (1991)⁴² and Thornbury (2002)⁴³, vocabulary is divided into:

- Receptive vocabulary: words that are recognized when hearing or reading.
- Productive vocabulary: words that can be used in speaking or writing.
- High-frequency words: words that are often used (examples: go, come, good).
- Low-frequency words: words that are rarely used and specific (examples: photosynthesis, jurisprudence).

▪ The Importance of Vocabulary Mastery

According to Brown (2001)⁴⁴ Vocabulary is central to language learning and use. Without sufficient vocabulary mastery, students will not

⁴² Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Prentice Hall

⁴³ Thornbury, S. (2002). *How to Teach Vocabulary*. Longman.

⁴⁴ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman

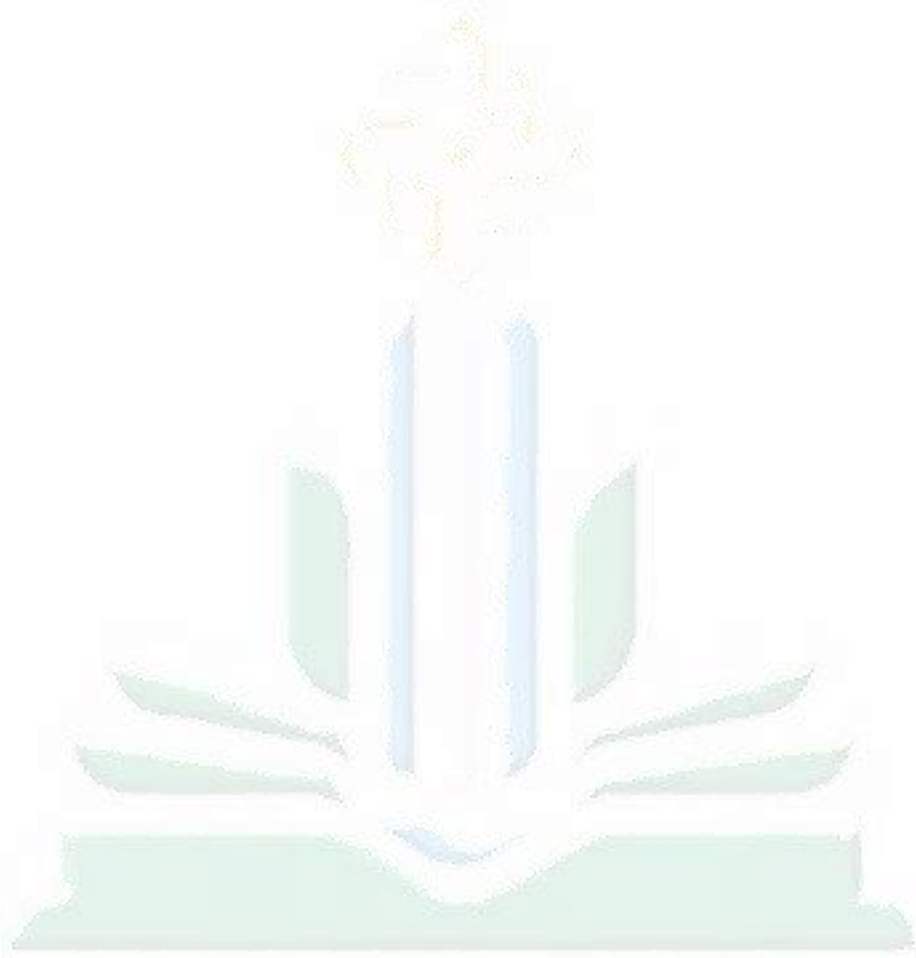
be able to communicate effectively, even if they have good grammatical knowledge.

- Functions of vocabulary in learning
 - As a basis for communication (oral and written)
 - Supports reading and listening comprehension
 - Increases confidence in speaking and writing
- Vocabulary Teaching Strategies
 - a. Explicit Instruction
 - Teaching words directly, including definitions, examples, and usage
 - b. Contextualized Learning
 - Teaching words in context (e.g., in a story, text, or dialogue)
 - c. Multiple Encounters
 - Students need to encounter words repeatedly in various contexts in order to remember and use them
 - d. Learner Strategies
 - Using dictionaries, vocabulary notes, flashcards, word maps, and mnemonic devices
- Vocabulary Mastery Evaluation

The evaluation forms include:

 - Matching: matching words with definitions
 - Gap-fill: filling in the blanks in sentences

- Translation: translating words or phrases
- Production test: using words in your own sentences



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHOD

A. Research Design

The study entitled "Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur" used a qualitative approach as its methodological basis. This approach was chosen because it is in accordance with the main objective of the study, namely to deeply understand the process of interaction between teachers and students and between students during English learning in the classroom.

This approach is also in line with the view of Miles and Huberman (1994)⁴⁵ who stated that qualitative research allowed researchers to capture the complexity of social interactions through descriptive data in the form of written or spoken words from people and observable behavior. Therefore, verbal interactions (such as questions and answers, instructions, clarifications) and nonverbal (such as gestures, facial expressions, and eye contact) in the classroom can be analyzed comprehensively.

Qualitative research was usually used to establish the importance of central ideas and to explore issues and develop understanding of small individuals in social problems.⁴⁶ In conclusion, qualitative approaches were used to explore

⁴⁵ Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

⁴⁶ Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

phenomena to understand practices and behaviors in real social situations for small individual problems.

The research entitled Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember focuses on a qualitative approach to the process, not just the results, becoming very relevant in the context of education at the junior high school level. Through this approach, researcher observed how interactions develop over time, how students learn through active participation, and how teachers built communication that motivated students to engage in English lessons.

B. Research Location

The research location is a place where researcher conducted research to collect data and information needed in the study, The object of the study was conducted at SMP Annur. The location is in Rambigundam Village, Rambipuji District, Jember Regency. The researcher conducted his research at SMP Islam ANNUR because there were several reasons, namely to see the interaction of the implementation of learning in the classroom, especially in English subjects at SMP Annur, This method was used as one of the problem solvers in learning where students are encouraged to actively interact with each other

C. Research Subjects

The subjects in this study were English teachers and junior high school students who were directly involved in the learning process in the classroom,

especially the eighth grade, total 30 students. The selection of subjects was based on their involvement in the interaction activities that were the main focus of the study. The teacher acted as a facilitator and director of learning, while students were active participants who were part of the classroom interaction.

D. Data Collecting Method

In this study, the data collection technique was adjusted to the qualitative approach used, which aimed to gain a deep understanding of the interactions that occur in the English class. According to Sugiyono (2017)⁴⁷, data collection techniques in qualitative research had done through observation, interviews, and documentation. The data collection techniques used in this study are as follows:

1. Interview

Interviews were conducted with teacher and students who were the subjects of the study. The aim was to explore their views, experiences, and perceptions of classroom interactions during English learning. Interviews with teachers aimed to find out the strategies used in building interactions, while interviews with students helped to understand how they responded to and interpreted interactions that occurred in the classroom.

2. Observation

This observation is carried out by going directly into the field, so that researcher can understood the conditions, activities, and objects being studied.

⁴⁷ Sugiyono. (2017). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Observations were conducted directly in the classroom during the English learning process. This technique aimed to naturally observe the interactions that occur between teachers and students and between students. Observations were conducted using observation sheets and field notes to record forms of interaction, student participation, teacher communication style, and the overall classroom atmosphere.

3. Documentation

This documentation tool was used to obtain documents related to this research and also as supporting primary data. Document analysis was used to check and confirm primary data obtained previously from interviews and observations.

Documentation techniques were used to collect additional data from relevant documents, such as student worksheets, teacher diaries, and learning materials. These data helped strengthen the findings from observations and interviews and provided a contextual picture of the implementation of English learning in the classroom.

E. Data Analysis

In this study, the data analysis technique used is the interactive analysis model of Miles and Huberman (1994)⁴⁸ which consists of three stages, namely:

⁴⁸ Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.

1. Data Reduction

The researcher explained the data assessment process by selecting, focusing, simplifying, and transforming the data. The data obtained from interviews, observations, and documents are very large and complex. Therefore, data reduction was needed so that the data became clear and easy to use. Then, to reduce the data, the researcher focused on research questions about the types of interactions that occurred (for example: teacher-student interaction, student-student interaction) and the use of language in the context of English learning. Especially in class VIII of SMP ANNUR.

2. Data Presentation

Data presentation means a collection of organized and compressed information that allowed conclusions to be drawn. The reduced data is then arranged in the form of a matrix, table, or narrative description to facilitate drawing conclusions. This data presentation included categories of interaction, and examples of quotes from classroom interactions, as well as student responses to strategy teachers in English learning.

3. Conclusion Drawing and Verification

After the data was presented, the researcher drew conclusions based on the interaction patterns found. These conclusions were verified by comparing findings from various data sources (triangulation) to ensure the validity and accuracy of the findings.

F. Data Validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless⁴⁹. Triangulation or seeing things from different view, means that verification of the invention by using various data sources and various data collection methods⁵⁰. The researcher used source and technique to test the validity of data.

1. Source triangulation

Source triangulation to test the credibility of data was done by checking the data that had been obtained through several source. The researcher used interview or observation to get data with the different informants.

2. Technique triangulation

Triangulation of technique to test the credibility of the data was done by checking the data to the same source with different technique. The researcher obtained data and do the test with interview and observation. If the credibility of the data is different, the data was no valid.

G. Research Procedure

Researcher divided the process of conducting research into three stages the steps of this research are as follow:

1. Pre field research stage.

⁴⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: routledge, 2018)

⁵⁰ Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

- a. Arrange research design.
- b. Choose the research location.
- c. Finishing Agreement.
- d. Deciding the informant.
- e. Prepare the research instruments.

2. Field research stage,

- a. Apprehend background and objective of research.
- b. Enter the research location.
- c. Participate actively in teaching and learning activity and collect data.
- d. Complete the data

3. Post field research.

- a. Analyze data based on the research procedure.
- b. Finishing Agreement of research complete.
- c. Revise the report.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of the Research Object

Research object this thesis is a formal educational institution, namely SMP Islam ANNUR, which is under the auspices of Pondok Pesantren An-Nur H.A Rambigundam Rambipuji Jember Academic year. The results obtained from the research process are as follows:

1. Geographical Location of SMP Islam ANNUR Jember

SMP Islam Annur Jln. Argopuro no. 47 Rambigundam Rambipuji Jember, East Java, Postal Code 68152 is the address of Rambigundam Rambipuji Jember. Geographically, the village of Rambigundam is situated before the Jami'At-Taqwa mosque, about 200 meters north towards the Panti hamlet, to the north of the traffic lights at the Rambipuji police station and the main road. The Islamic boarding school is situated roughly 200 meters north of the major road, 12 kilometers west of Jember city. Residential homes with a high population density encircle this pesantren. The area feels suitable for holding educational events because of the rivers and resident-owned plantations to the north and west of the pesantren.

2. Historical of SMP Islam ANNUR

SMP Islam ANNUR is an institution under the auspices of the ANNUR HAJI ALWI Islamic boarding school, which was connected by lineage to the An-Nur Tempeh Lumajang Islamic boarding school founded by KH. Ali Ihsan, who is

the father of KH. Rochmatullah. Ali is the caretaker and founder of Pondok Pesantren An-Nur H.A, and also has family ties with Pondok Pesantren An-Nur Bululawang Malang, which was established by his grandfather KH. Anwar Nur. And through the wife of KH. Rochmatullah Ali, Nyai Dewi Samawiyah Musta'in from Pesantren An-Nur H.A, there is a genealogical connection with Pesantren An-Nuriyah Kaliwining Rambipuji, which was founded by K.H. Sholeh Syakir and is now led by his granddaughter Ny. Hj. Saroh, who is the sister of Ny Hj Dewi Samawiyah Musta'in. Pesantren An-Nur H.A is also connected genealogically with Pondok Pesantren Darul „Ulum Peterongan Jombang.

SMP Islam Annur, located in Rambigundam Rambipuji Jember, was established in 2009 by Kyai Rohmatullah Ali on a 1-hectare plot of land in the village of Rambigundam, Rambipuji District, Jember Regency. A horseshoe-shaped town better known as a center of Islamic boarding schools, but with the term horseshoe town focusing on Islamic boarding schools, it feels like the boarding schools today are different from the ones in the past, both in terms of the type of education provided, the type of students, and perhaps from the perspective of the boarding school's mentality.

The current development of the times has a significant impact on the socio-cultural and religious aspects of society, even affecting Indonesia's religious politics, which can change drastically. The character of the pesantren that was once established by the elders of the salafunassholih scholars, however, the development of the times should not be a reference or a basis for blaming the changes in society itself. Because the principle of Islam upholds the cultural and

social values of a society while still adhering to the demands of Islamic values, it is a necessity.

The presence of educational units in the midst of community life holds a special meaning, serving as a manifestation of values of service and attention to the community. And in an informal form, An Nur H.A Islamic boarding school also holds jami'iyah waqi'ah, regular Muslimat study sessions, jami'iyah sholawat, and al-ikhlas zakat storage.

The trust and attention of the wider community towards the existence of SMP Islam ANNUR are the services of progress and development of the pesantren in the future, while continuing to develop an independent educational vision and mission and improving the welfare of the community. Therefore, this change of times becomes a capital for the An-Nur H.A Islamic boarding school to maintain the "old" principles in facing all "current" phenomena, as has been practiced by the caretakers of the An-Nur H.A Islamic boarding school. Here are the flagship programs of SMP Islam ANNUR that have been running until now.

3. Objective Condition SMP Islam ANNUR

a. School Identity

- | | |
|--------------------|------------------------------------|
| 1) School Name | : SMP Islam ANNUR |
| 2) Address | : Jln. Argopuro no. 47 Rambigundam |
| 3) District | : Rambipuji |
| 4) District II | : Jember |
| 5) Province | : Jawa Timur |
| 6) No Phone | : 0331-712936 |
| 7) Principal | : Imam Ghozali S.Pd |
| 8) Foundation name | : Yayasan An-Nur H.A |
| 9) Land Ownership | : Yayasan |
| 10) Pos Code | : 68152 |

4. Vision, Mission, School Objectives]

a. Vision

1) Knowledgeable, Faithful, Morally Noble and Achieving

- Vision Indicators

- a) Students can advanced to the next grade in a formative manner.
- b) Students graduated with an average score above 7.60.
- c) Output: Students were able to understand the Qur'an and Sunnah.

b. Mission

- a) Improving students' academic performance
- b) Improving the ability to read and write the Qur'an as well as deepening knowledge in the field of Islamic religion
- c) Forming a generation of thinkers and rememberers
- d) Shaping knowledgeable and virtuous individuals

c. Goal of SMP Islam ANNUR

The curriculum at the Islamic Junior High School ANNUR has designed as a free curriculum that incorporates the values of pesantren, packaged in a modern school model. aimed to develop the potential within the environment of SMP Islam Anuur and improved the quality of the educational unit, both

academically and nonacademically, preserve regional culture, and keep up with technological advancements grounded in faith and piety to Allah SWT.

d. Target of school

6. School residents are active in tahlil activities, active in the study of yellow books, active in religious lectures, and other religious activities both at the madrasah and in the community.
7. School residents behave honestly, sincerely, trustworthily, wisely, disciplined, sportsmanlike, responsibly, courteously, respectfully towards parents and teachers, and show affection towards each other in social interactions.
8. Educators and educational staff are actively involved in professional development training activities through MGMP activities, competitions, seminars, workshops, independent courses, and other activities that support professionalism.
9. Ninth-grade students graduated 100% in the 2024/2025 school year.
10. 60% of graduates became accepted into quality schools/madrassas.
11. Renovating/rehabilitating the classroom
12. The presence of a sufficient library space The availability of textbook packages for all subjects, one student one textbook package.
13. The availability of textbook packages for all subjects, one student one textbook package.
14. Planting flower plants in front of the classroom

15. Madrasah residents cultivate a healthy lifestyle, love cleanliness, and cherish environmental sustainability.
16. The existence of a work program from each teacher who has additional duties
17. Having an art team capable of performing at least at the district level.
18. Having a sports team that can compete at the district level or the next level.

5. Teaching and learning activities

The education provided is a formal education program based on pesantren, while still implementing a learning system similar to other junior high schools, with the addition of transforming Islamic values within it. The class classification at SMP Islam ANNUR consists of grades 7, 8, and 9, with a class system that differentiates between boys and girls. So, there are a total of 6 classes.

The teacher enters the classroom neatly and begins with opening activities such as greetings, prayers, attendance, and learning objectives. The teacher conducted the lesson using the dialog demonstration method by first giving directions, which are then followed by the students. The dialog demonstration method served as a problem-solving approach and an alternative in speaking lessons, acting as an innovative teaching method for students, allowing them to actively participate in learning speaking. Indirectly, the dialog demonstration method applied in learning speaking is very effective improving students' speaking skills in the learning process.

B. Presentation and Analysis of Data

Based on observations made during English learning in grade VIII, teacher-student interactions mostly follow the Initiation-Response-Feedback (IRF) model. The teacher began the lesson by asking questions or giving instructions, students respond, and the teacher provides feedback.

1. How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR?

a. Learning Activities and Classroom Practices

From the observations in the classroom, the researcher found that Preliminary activities were determined by the teacher's actions, to create an atmosphere of mental readiness and cause students' attention to focus on what will be learned. English teachers of SMP Islam ANNUR pray together led by the class leader. Before the learning begins, the teacher asked how the students were. Continued by providing stimulus by asking several questions about the previous material (pre-test). And communicating learning objectives. The English teacher determined the learning material for class VIII about "Describing people's and Their Characteristics" according to the material in the odd semester of class VIII⁵¹.

This had been explained Mrs. Dyah Fatmawati, S.Pd as an English teacher at SMP Islam ANNUR when interviewed in the teacher's room.

⁵¹ Observation, 24th of april 2025.

"Before starting the lesson, I usually ask the class leader to lead a prayer together and then interact with me. Then I convey the learning objectives and then provide stimulus to students by asking questions about the subject matter to be studied"⁵².

This had also supported by the statement of the first student Putra Maulana', he stated:

"Usually before starting the lesson, Mrs. Dyah asks the class leader to lead a prayer, after praying Mrs. Dyah greets in English. Then she takes attendance of the students and asks several things about the previous material"⁵³.

The statement above is also reinforced by M. Kholilurrahman, as he explained:

"When Mrs. Dyah enters the class, Mrs. Indah does not forget to greet and always pray before starting the lesson, does not forget to ask about the students' attendance, especially those who are present or absent, after that Mrs. Dyah determines the learning material about Describing People."⁵⁴

The interview resulted explained that before starting the learning activities, English teachers usually started the learning by praying, greeting the students, then taking student attendance, then providing stimulus by asking several questions. Questions about the previous material (pre-test) and conveying the learning objectives.

In the field, teachers prepared the facilities and infrastructure needed in the learning process, including textbooks, student attendance,

⁵² Mrs.Dyah,Interviewed, Rambipuji, 24th of april2025

⁵³ Putra Maulana, Rambipuji 2th of May 2025

⁵⁴ M.Kholilurrahman, Rambipuji 2th of May 2025

media, lesson plans and other materials. Therefore, teacher had to have learning plan to achieve the basic competencies set out in the content standards and described in the syllabus. The learning plan is the first thing that had to be implemented by all institutions which is something that cannot be left behind to achieve learning goals. The learning plan implemented by SMP Islam ANNUR teachers is an important subject that must be worked on and studied. Interviewed by Mrs. Dyah Fatmawati as an English teacher at SMP Islam ANNUR, she stated:

"Before preparing a learning implementation plan (RPP), I must pay attention to the syllabus so that I can know the direction of learning, determine objectives, develop learning activities to improve teaching and learning outcomes, and prepare various learning implementation plans professionally."⁵⁵

Based on the interview results above, it had been seen that by paying attention to the syllabus, it is also reinforced by the results of observations that before conducting learning, teacher need to pay attention to the syllabus first so that teachers know the direction of learning. In this case, it is important for researchers to know the form of the syllabus in this study, with syllabus data it can be proven that the syllabus is important in terms of developing a syllabus for teachers. This syllabus describes several components of learning devices including competency standards, basic competencies, main materials, time allocation, learning activities, and assessments developed by each educational unit. In this study, researcher focused on the teaching and learning process regarding vocabulary

⁵⁵ Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

mastery. Therefore, teaching and learning activities (KBM) require careful planning so that they can run smoothly and effectively.

b. Teacher-Student Interaction in Teaching Vocabulary

Based on the results of observations conducted in class VIII, teacher-student interactions mostly follow the Initiation-Response-Feedback (IRF) model. The teacher began the lesson by asking questions or giving instructions, students respond, and the teacher provides feedback.

The interactions mostly took place in a teacher-centered format, where the teacher dominated the flow of communication. However, the teacher also used interactive techniques such as group discussions, vocabulary games, and role-play activities, which allowed students to be more actively involved. Interviews with students revealed that they enjoyed activities that involved interaction with peers. They found group-based vocabulary tasks more interesting and useful because they could practice words in context and get direct feedback from the teacher and peers⁵⁶. This was conveyed by Dyah Fatmawati, S.Pd an English Teachers:

“The lesson is usually started by introducing new vocabulary related to the material about describing people. The meaning, spelling, and pronunciation are explained, and students are asked to repeat them. Then, questions such as *“What does this word tall mean?”* or *“Can a sentence be made using the word tall?”* are asked to engage the students. Games or short dialogues are also used to encourage students to practice with their friends.”⁵⁷.

⁵⁶ Observation, 24th of April 2025

⁵⁷ Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

This statement is also supported by statement of class students VIII named Putra Maulana who revealed:

“The lesson is usually started by Mrs. Dyah by introducing new understanding, explaining its meaning, and showing it with movements or pictures. Then, we are asked to repeat together. Sometimes, the activity is done by having a dialogue with friends or by playing games..”⁵⁸

This data was also supported by observations of class VIII conducted by researchers on the 24th of April 2025 at SMP Islam ANNUR. This statement is supported by an interview with Mrs. Dyah Fatmawati, S.Pd, an English teacher for grade VIII, who explained that she usually starts learning by introducing new vocabulary, explaining its meaning, spelling, and pronunciation, and inviting students to repeat it together. After that, she asks questions and uses games and short dialogues to engage students in direct practice. This is also in line with the statement of Putra Maulana, one of the grade VIII students, who said that learning often begins with an explanation of the meaning of vocabulary accompanied by pictures or movements, then continued with practice in the form of dialogue or games.

Based on the results of observations in class VIII and interviews with teachers and students, it was concluded that the interaction between teachers and students in mathematics learning follows the Initiation-Response-Feedback (IRF) pattern. The teacher begins learning by asking questions or giving instructions, students respond, then the teacher

⁵⁸ Putra Maulana, Rambipuji 2th of May 2025

provided constructive feedback. This pattern reflects structured and systematic communication, although it is still teacher-centered, where the teacher holds the main control in the flow of interaction in the classroom.

However, teachers also apply various interactive techniques such as group discussions, vocabulary games, and role-play activities to increase student participation. These techniques had been shown to provide more space for students to actively participate in learning. Interviews with students showed that they felt more enthusiastic and motivated when involved in activities that involved interaction with classmates. They considered group-based tasks more interesting and useful because they could practice using vocabulary in real contexts and got direct feedback from teachers and peers.

c. Interactive Teaching Techniques

○ Group Work / Pair Work

Group work or pair work activities was carried out after the teacher first explained the meaning, pronunciation, and used of new vocabulary to the entire class. After that, the teacher divided students into groups or pairs, gives clear instructions, and observed the progress of the activity while occasionally providing direct guidance and feedback. With this approach, students not only learned passively, but are also given space to

build their understanding through collaboration and active language practice⁵⁹.

English teacher, Mrs. Dyah Fatmawati, also said:

"I deliberately use group work or pair work so that students are more active and not shy. With their friends, they are more courageous to speak and can help each other." ⁶⁰

A statement from a grade VIII student, Putra Maulana, strengthens the observation findings:

"Sometimes we are asked to work in pairs or groups to make sentences or play dialogues. I prefer it when I am with friends, so I am not too afraid of saying the wrong thing."⁶¹

Based on the results of observations conducted during the English learning process in class VIII of SMP Islam ANNUR, it was found that teacher actively implemented group work and pair work activities as part of an interactive strategy to increase student involvement in the learning process. This strategy has been proven to provide opportunities for student to take more active and bold actions in using English directly.⁶²

○ **Vocabulary Games**

This game was played after students have learned new vocabulary through the teacher's explanation. The teacher then divides students into small groups or individually, gave instructions for the game, then

⁵⁹ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

⁶⁰ Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

⁶¹ M.Saifullah, Rambipuji 2th of May 2025

⁶² Observation, 24th of April 2025

supervised the progress of the activity while providing encouragement and correction when necessary.⁶³

During the vocabulary learning process in class VIII of SMP Islam ANNUR, teachers actively utilized vocabulary games as one method to create a fun, interactive learning atmosphere and encourage student participation. This approach not only aimed to strengthen the understanding of the vocabulary that had been taught, but also provided opportunities for students to use it actively in meaningful and enjoyable contexts.

These games were played after the teacher introduced and explained new vocabularies to students, both in terms of meaning, pronunciation, and use in sentences. After that, the teacher gave instructions on how to play, then divided students into small groups or individually. During the game, the teacher played an active role in monitoring the progress of the activity, providing direction, and providing encouragement and correction if necessary. In this way, students not only learned through explanations, but also through direct experience and collaboration with friends, which has been proven to improve memory and confidence in using English vocabulary⁶⁴.

In an interview, English teacher Mrs. Dyah Fatmawati, S.Pd explained:

⁶³ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

⁶⁴ Observation, 24th of April 2025

“I often use games like guessing words or bingo to repeat the vocabulary that has been explained. The children become more enthusiastic and active, they remember more easily because the atmosphere is relaxed.”⁶⁵

This was supported by the statement by Kholilurrahman, as a student of VIII grade of SMP Islam ANNUR also stated:

"If there are games, I prefer them. I can play and learn at the same time. So I'm not tense, and remembering is also easier."⁶⁶



Picture 4.1

Vocabulary Games

The use of vocabulary games in vocabulary learning at SMP Islam ANNUR had proven effective in increasing student engagement in classroom interactions. The game created a fun and supportive learning environment, allowing students to practice vocabulary actively and contextually. The interactions that occurred are not only between teacher

⁶⁵ Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

⁶⁶ M.Kholilurrahman, Rambipuji 2th of May 2025

and student, but also between students, thus creating rich communication dynamics. This approach is also able to overcome students' anxiety in speaking, as well as strengthen understanding and memory of the vocabulary taught.

○ **Role Play in Vocabulary Teaching**

During vocabulary learning in grade VIII, teacher routinely applied role play as one of the teaching strategies aimed at developing students' ability to use new vocabulary contextually. Role play activities were usually carried out after the teacher explains vocabulary related to a particular topic, such as describing people and their characteristics

In its implementation, the teacher divided students into several pairs or small groups. Each group is given a specific situation, such as "meeting new friends," "getting to know the teacher," or "telling about family members." Students were asked to create a simple dialogue using the vocabulary they have learned, then act it out in front of the class. The teacher monitors the practice process, helps if there are difficulties, and provides feedback when the performance is complete.⁶⁷

English teacher, Mrs. Dyah Fatmawati, S.Pd, explained:

“I often use role play because students become more active in speaking. They can immediately practice using the vocabulary that has just been taught, and are usually more confident when done with friends.”⁶⁸

⁶⁷ Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited.

⁶⁸ Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

This was supported by the statement by Kholilurrahman, as a student of VIII grade of SMP Islam ANNUR also stated:

"If I play a role, I can practice speaking using new words. It's more fun because I'm with friends and I'm not afraid of making mistakes."⁶⁹

The use of role play in vocabulary teaching at SMP Islam ANNUR had proven to be an effective method in improving the quality of teacher-student and student-to-student interactions. Through this activity, students are encouraged to use new vocabulary in meaningful and real contexts. The interactions created are active, communicative, and collaborative, which not only improve vocabulary mastery, but also students' self-confidence and speaking skills.⁷⁰

d. Evaluation in Vocabulary Teaching

Evaluation is carried out continuously, where the teacher always provided direct feedback on students' answers or vocabulary usage, both verbally and non-verbally. For example, when a student gave an incorrect answer, the teacher did not immediately blame, but provided correction and additional explanation in a constructive manner.

One of the most frequently used forms of evaluation is oral evaluation. The teacher asks spontaneous questions to students, such as "What does this word mean?" or "Can you make a sentence using this word?", to measure their understanding of new vocabulary. Students

⁶⁹ M.Kholilurrahman, Rambipuji 2th of May 2025

⁷⁰ Observation, 24th of April 2025

answered directly in front of the class, and the teacher provided immediate feedback in the form of corrections or praise. This evaluation gave students the opportunity to actively demonstrate vocabulary mastery, while also practicing their speaking skills.⁷¹

English teacher, Mrs. Dyah Fatmawati, S.Pd, explained:

“I usually evaluate directly. For example, I ask the meaning of a word or ask students to make a sentence. I also watch when they are role-playing or discussing. From there I can tell who already understands and who needs more help.”⁷²

This was supported by the statement by Putra Maulana, as a student of VIII grade of SMP Islam ANNUR also stated:

“Usually, Mrs. Dyah gives direct questions, sometimes asking her to make sentences or answer in front of me. If she makes a mistake, she will correct her, but it won't embarrass me. So I am more enthusiastic about learning.”⁷³

Evaluation in vocabulary teaching at ANNUR Islamic Middle School is carried out continuously through communicative and contextual methods. Teacher used oral approaches, hands-on practice, and feedback to assess how well students understood and used new vocabulary. Evaluation not only served to measure ability, but also became a means of coaching and motivation, which creates a supportive and effective learning atmosphere.

⁷¹ Observation, 24th of April 2025

⁷² Mrs.Dyah,Interviewed, Rambipuji, 24th of april 2025

⁷³ Putra Maulana, Rambipuji 2th of May 2025

C. Discussion

The research findings obtained during the research on Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember are as follows:

Table 4.4
The recapitulation result of the research

No	Research Questions	Result
1.	How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR?	<p>How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR there are 3 steps</p> <ol style="list-style-type: none"> 1. Opening Activities usually starting the activity by inviting students to pray together and the teacher greets the students with a warm greeting, taking student attendance and providing stimulus related to the previous material. 2. Core activity Learning begins with the introduction of new vocabulary related to the lesson theme, the teacher interacts with students by

		<p>asking questions and giving students the opportunity to answer, then the teacher provides positive feedback to encourage students to develop their English language skills.</p> <p>3. Close activity The teacher begins to close the lesson by inviting students to reflect. The teacher usually asks open questions that encourage students to remember what they have learned, feedback on student performance during the lesson, closing tasks or simple homework related to vocabulary, then closed with a joint prayer and greetings.</p>
2	<p>How is the teacher students evaluate in Teaching vocabulary</p>	<p>evaluation conducted by teachers in vocabulary learning at SMP Islam ANNUR is communicative, contextual, and motivating. Evaluation</p>

	at SMP Islam ANNUR?	not only functions as a tool to measure students' abilities, but also as a means to foster, direct, and strengthen vocabulary mastery through direct practice in a supportive and interactive learning atmosphere.
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1. How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR?

The results of the study showed that teacher-student interaction in vocabulary learning at SMP Islam ANNUR was active, communicative, and effective. The teacher acts as a facilitator and guide, while students are given space to become active participants in the learning process. The interactions that occur not only support vocabulary understanding, but also foster students' self-confidence, courage to speak, and enthusiasm for learning in using English in real terms.⁷⁴

a. Opening

1. Prayer

2. The teacher greets students with sentences such as "Good morning, how are you today?"

3. Student Attendance

⁷⁴ Hall, J. K., & Walsh, M. (2002). Teacher–student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186–203. <https://doi.org/10.1017/S0267190502000107>

4. Checking Readiness to Learn
5. Providing Stimulus for Previous Material
6. Providing Direct Feedback
7. Delivery of Learning Objectives
8. Helping students understand the direction of activities and learning targets.

Opening activities are one of the important components in the interaction process between teachers and students at SMP Islam ANNUR, especially in English learning. Based on the results of observations and interviews, it is known that teachers use the initial moments of learning as a time to build closeness with students, prepare learning conditions, and stimulate students' initial understanding of the material to be learned. This opening activity is not only administrative, but also becomes an initial form of communicative interaction and supports an effective learning process.

b. Core Activity

In vocabulary learning in class VIII of SMP Islam ANNUR, core activities show active and communicative interactions between teachers and students. Core activities are designed to introduce, train, and

strengthen students' mastery through an interactive approach. The following are the stages of the core activities:⁷⁵

1. Introduction of New Vocabulary

In English vocabulary learning activities in class VIII of SMP Islam ANNUR, the teacher begins the vocabulary introduction process with an interactive and contextual approach. The theme raised in this learning is Describing People and Their Characteristics. The purpose of this activity is to introduce adjectives commonly used to describe someone, as well as to train students to understand the meaning, pronunciation, and use of words in sentences.

To strengthen students' understanding, the teacher gives examples of sentences using the newly introduced vocabulary. The teacher says, "For example, 'My father is tall.' Now, who can make a sentence using tall?" The students then try to make their own sentences, such as "My brother is tall." The teacher gives appreciation and positive feedback by saying, "Very good, thank you!"

2. Interactive Questioning

In learning themed Describing People and Their Characteristics in class VIII SMP Islam ANNUR, the teacher applies the question and

⁷⁵ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

answer stages gradually, starting from basic understanding to reflective discussions.

After the teacher introduces new vocabulary verbally and visually (for example: tall, short, cheerful, friendly), the teacher continues to the interactive questioning stage, namely asking questions that encourage students to think, respond, and use vocabulary in sentences.⁷⁶

Teacher: "What does the word tall mean?"

Students: "Tinggi!"

The teacher then reinforces the students' understanding by providing confirmation and adding follow-up questions, such as: "Yes, that's right. Tall means tinggi. Can you give me the opposite of tall?"

Student: "Short."

Teacher: "Excellent. Short is the opposite of tall."

3. Student Responses and Participation

After the teacher introduces new vocabulary and asks interactive questions, students show their active responses and participation through various forms of oral engagement. The teacher provides space for students

⁷⁶ Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.

to answer, give opinions, construct sentences, and respond to open-ended questions.⁷⁷

Teacher: "Who can make a sentence using the word *polite*?"

Student 1: "My sister is polite to my mother."

Teacher: "Great! That's a good example. Anyone else?"

Student 2: "My friend always says 'thank you' and 'sorry'. She is polite."

Teacher: "Yes! Saying 'thank you' is a polite habit. Well done."

Teacher: "Now, can anyone describe a famous person using two adjectives?"

Student 3: "B.J. Habibie is smart and polite."

Teacher: "Excellent. That's a perfect combination. Thank you!"

4. Positive Feedback and Encouragement

Providing positive feedback and encouragement is an important part of teacher-student interaction. By appreciating students' efforts, teachers create a supportive learning environment and increase students' confidence in using new vocabulary.

Teacher: "Who can make a sentence using the word *friendly*?"

Student 1: "My cat is friendly."

Teacher: "That's a lovely sentence! Well done! I like how you used *friendly* to describe your cat."

Teacher: "What does *honest* mean?"

Student: "Jujur."

Teacher: "Yes! Correct! You're doing great. Keep it up!"

⁷⁷ Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186–203. <https://doi.org/10.1017/S0267190502000107>

Forms of Positive Feedback Sentences Used by Teachers:

- “Good job!”
- “Excellent!”
- “That’s a very smart answer!”
- “Don’t worry if you make mistakes—that’s how we learn!”

5. Vocabulary Practice through Activities

After students know and understand new vocabulary, the teacher continues the core activities by inviting students to practice vocabulary actively through various interactive activities. The goal is for students to be able to use vocabulary in meaningful and communicative contexts.

Teacher: “Now, please write three sentences using these words: tall, cheerful, and friendly.”

Example of Student Answer:

"My uncle is tall."

"I am cheerful when I play with my friends."

"My best friend is friendly to everyone."

Teachers provide immediate feedback:

"Well done! I like how you used cheerful in a sentence. Very natural!"

c. Closing activity

The closing activity in class VIII of SMP Islam ANNUR is not only to end the lesson, but also a moment of reflection, reinforcement, and light evaluation. The teacher uses open questions, provides positive

feedback, and assigns relevant homework so that learning remains continuous. The warm and religious atmosphere through joint prayer creates a complete and meaningful learning experience for students. Reflection and Open Q&A⁷⁸

The teacher invites students to reflect on the learning that has taken place.

The teacher says, “Before we finish today’s lesson, can anyone tell me what new words we learn today?” The students respond, “Polite, cheerful, tall, short...” The teacher continues, “Good! Can you give me one example sentence using the word *polite*?” One of the students answers, “My brother is polite to our teacher.” The teacher replies, “Excellent. That’s a good example.” Providing Feedback

The teacher gives appreciation for the students’ participation and learning outcomes during the lesson.

Teacher: “I’m proud of you today. Many of you were active, and your sentences were excellent. I can see you are more confident in using new words. Keep it up!”

1. Closing Homework / Homework

The teacher gives a simple assignment related to vocabulary material.

Teacher: “For homework, I want you to write five sentences using the new vocabulary from today. Try to describe your family members or your friends. Bring it tomorrow, okay?”

2. Closing with Prayer and Greetings

The teacher closes the lesson by inviting students to pray together.

Teacher: “Let’s end today’s class with a prayer. Please, class leader, lead the prayer.” (After prayer)

Teacher: “Thank you, everyone. Great job today. See you tomorrow. Wassalamualaikum.”

⁷⁸ Richards, J. C., & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.

Students: “Waalaikumsalam, Mrs.”

2. How is the teacher students evaluate in Teaching vocabulary at SMP Islam ANNUR?

1. Direct Oral Evaluation in Vocabulary Learning

In the process of learning English vocabulary at SMP Islam ANNUR, one of the most dominant forms of evaluation used by teachers is oral evaluation that takes place directly. This evaluation is carried out spontaneously in the middle of learning activities, usually in the form of questions and answers between teachers and students regarding the material that has just been taught. The purpose of this evaluation is to determine the extent of students' understanding of the meaning of vocabulary, its pronunciation, and their ability to use it in appropriate sentences.⁷⁹

Examples of oral evaluation questions that are often used by teachers include:

"What does the word honest mean?"

"Try to make a sentence using the word polite."

These questions are intended to measure students' direct understanding quickly and effectively. If students are able to answer correctly, the teacher will give praise as a form of appreciation. However, if students are not correct in answering, the teacher will correct them in a gentle manner and provide additional explanations.

⁷⁹ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

2. Direct Feedback as a Form of Evaluation

This feedback is given verbally or through non-verbal expressions such as smiles, nods, or applause. Teachers often use positive comments to encourage student participation and build their confidence.⁸⁰

Some examples of teacher feedback include:

“Good job! Your sentence is good, but pay attention to the word structure. That’s the correct use of the word ‘honest’. Keep it up! It’s okay if you make mistakes, the important thing is that you try bravely.”

3. Giving Light Assignments as Additional Evaluation

This assignment helps teachers evaluate individual students' abilities in more detail, while strengthening students' memory of vocabulary through independent practice outside of class hours.

Example assignment:

“Write five sentences using today’s new vocabulary. Try to describe a member of your family or a friend.”

⁸⁰ Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

1. How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR

Based on the results of the research and data analysis that have been carried out, it can be concluded that: The interaction between teachers and students in vocabulary learning at SMP Islam ANNUR is active, communicative, and structured.

The teacher uses the Initiation-Response-Feedback (IRF) pattern as the basis for interaction in the classroom. Learning begins with an opening activity that includes joint prayer, greetings, attendance, and stimulus in the form of questions about previous material. Core activities focus on introducing new vocabulary, interactive Q&A, practicing using vocabulary in sentences, and activities such as group discussions, vocabulary games, and role plays. Closing activities include reflection, providing feedback, light tasks, and joint prayer. This interaction encourages students to be more active, confident, and involved in the process of learning English.

2, How is the teacher students evaluate in Teaching vocabulary at SMP Islam ANNUR

Evaluation in vocabulary learning is carried out communicatively, contextually, and motivatingly. Evaluation is carried out directly through oral questions, observations in learning activities, and giving simple assignments. The teacher asks students spontaneous questions about the meaning of words or their use in sentences, and provides direct feedback, either in the form of praise or correction. In addition, the teacher gives the task of writing sentences to strengthen students' understanding outside the classroom. This evaluation not only functions as a measuring tool for ability, but also as a means of coaching and motivating students in mastering English vocabulary.

B. Suggestion

Based on the research results that have been obtained, the researcher provides several suggestions as follows:

1. For English Teachers

- It is recommended to continue using interactive and communicative approaches in teaching vocabulary, such as group discussions, role plays, and games, because they have been proven to increase student participation.
- Teachers should continue to provide constructive formative evaluations, with positive feedback so that students are more confident and not afraid of making mistakes when learning.

- Teachers also need to provide more space for students to initiate interactions, so that they are not only centered on the role of the teacher (teacher-centered).

2. For Students:

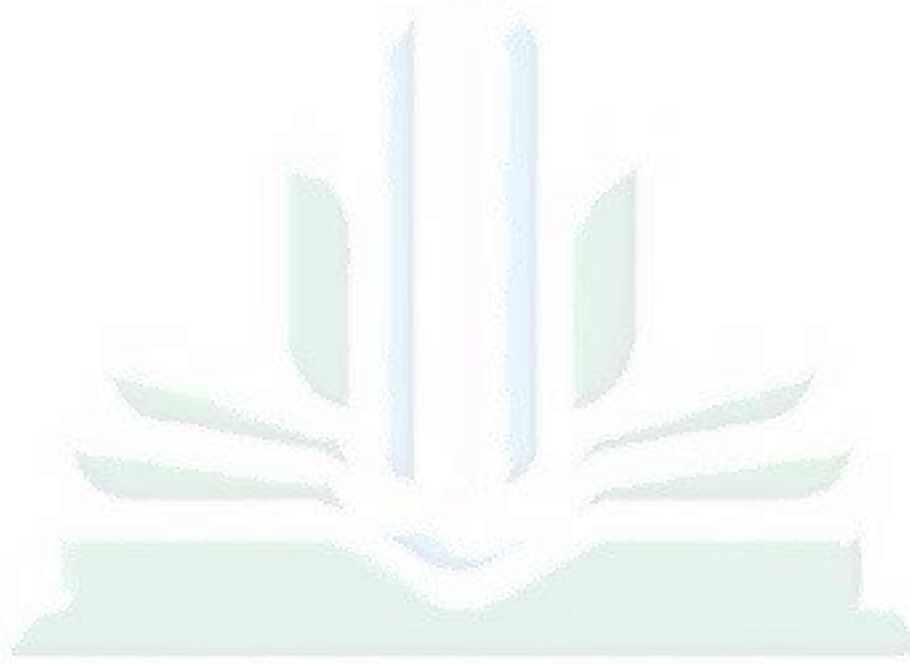
- Students are expected to be more active in answering, asking questions, and discussing in class as a form of direct practice in using vocabulary.
- Students need to use group activities as a forum to help each other understand and use new vocabulary.
- Students are also encouraged to do independent practice at home, such as writing sentences or talking to friends using the vocabulary they have learned.

3. For Schools and Educational Institutions:

- Schools should provide regular training for English teachers in classroom interaction management and communication-based evaluation techniques.
- Support is needed in the form of learning facilities that support interactive activities, such as visual media, vocabulary cards, or access to digital materials.

4. For Further Researchers

- It is recommended to conduct further research on the specific influence of each interaction technique on students' vocabulary mastery outcomes.
- The research can also be expanded to other school levels or compared between regular and accelerated classes to see variations in teacher-student interaction strategies.



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JEMBER

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Appendix 1**DECLARATION OF AUTHENTICITY**

The undersigned below, I am:

Name :Holisatul Ilmiyah
NIM :T20186122
Major :Tadris Bahasa Inggris
Faculty :Tarbiyah dan Ilmu Keguruan

State that the thesis untitled 'Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and bibliography. Do the fact, I am the only one who is responsible for the thesis if there is any objection or claim from other.

Jember, 22 Mei 2025



Holisatul Ilmiyah

Appendix 2**MATRIKS PENELITIAN**

Title of Research	Variabel	Indikator Variable	Data Source	Method Research	Focus Research
Teacher Student Classroom Interaction In Teaching Vocabulary At Eight Grade In Smp Islam Annur Jember	<ol style="list-style-type: none"> 1. Teacher-Student Classroom Interaction 2. Teaching Vocabulary 	<ol style="list-style-type: none"> 1. How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR 2. How is the teacher students evaluate in Teaching vocabulary at SMP Islam ANNUR 	<ol style="list-style-type: none"> 1. Research Subject Student 2. Research Informan Teacher 3. Literature 	<ol style="list-style-type: none"> 1. Qualitative Research Approve 2. Type of Qualitative 3. Data source <ul style="list-style-type: none"> • Primer • Sekunder 4. Technique <ul style="list-style-type: none"> • Observation • Interview • Dokumentation 5. Data Validity Test <ul style="list-style-type: none"> • Triangulasi teknik • Triangulasi sumber 	How is the teacher students interaction Teaching vocabulary in the classroom at SMP Islam ANNUR

Appendix 3

RESEARCH INTERVIEW

A, Interview Guide

Teacher Interview

1. Bisa dijelaskan bagaimana Ibu biasanya memulai pelajaran Bahasa Inggris
2. Apa saja aktivitas pembuka yang Ibu lakukan sebelum masuk ke inti pembelajaran?
3. Bagaimana cara Ibu memperkenalkan kosakata baru kepada siswa?
4. Apakah Ibu sering menggunakan tanya jawab dalam pembelajaran kosakata? Bisa diberi contoh?
5. Bagaimana Ibu melibatkan siswa secara aktif dalam penggunaan kosakata yang baru?
6. Apakah Ibu menggunakan metode tertentu seperti games, role play, atau diskusi kelompok? Bagaimana bentuk pelaksanaannya?
7. Seperti apa bentuk umpan balik yang biasa Ibu berikan saat siswa menjawab?
8. Bagaimana cara Ibu menangani kesalahan siswa dalam penggunaan kosakata?
9. Bagaimana cara Ibu mengevaluasi pemahaman siswa terhadap kosakata yang diajarkan?
10. Apakah evaluasi dilakukan secara lisan? Bisa dijelaskan bagaimana bentuk pertanyaannya?
11. Apakah Ibu memberikan tugas rumah terkait kosakata? Jika iya, seperti apa bentuknya?
12. Menurut Ibu, seberapa penting peran interaksi dalam membantu siswa memahami dan menggunakan kosakata Bahasa Inggris?

13. Apa tantangan terbesar yang Ibu hadapi dalam membangun interaksi yang efektif dengan siswa?

Student's Interview

1. Bagaimana biasanya pelajaran Bahasa Inggris dimulai oleh guru kalian?
2. Apa yang kamu rasakan saat memulai pelajaran Bahasa Inggris?
3. Apakah guru kalian sering memperkenalkan kata-kata baru? Bagaimana caranya?
4. Apakah kalian sering diminta untuk menjawab pertanyaan atau membuat kalimat menggunakan kosakata baru?
5. Aktivitas apa yang paling kamu sukai saat belajar kosakata (contoh: bermain peran, games, diskusi kelompok)?
6. Apa yang biasanya dilakukan guru saat kamu salah menjawab?
7. Apakah kamu merasa senang ketika diberi pujian atau dorongan saat belajar kosa kata?
8. Pernahkah kamu diminta menjawab pertanyaan secara lisan tentang kosa kata di depan kelas? Apa contohnya?
9. Apakah kamu pernah diberi tugas rumah terkait kosakata? Apa bentuknya?
10. Menurutmu, apakah interaksi dengan guru membantu kamu lebih paham dan percaya diri dalam menggunakan kosa kata Bahasa Inggris? Apa yang membuat kamu semangat belajar kosakata?

Appendix 4

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: SMP Islam ANNUR

Mata Pelajaran: Bahasa Inggris

Materi Pokok: Vocabulary (Describing People and Their Characteristics)

Kelas/Semester: VIII / Ganjil

Alokasi Waktu: 2 x 40 menit

A. Tujuan Pembelajaran

Melalui kegiatan interaktif berbasis dialog dan diskusi kelas:

1. Siswa dapat mengenali dan memahami minimal 10 kosakata baru tentang karakteristik seseorang dengan benar.
2. Siswa dapat menggunakan kosakata tersebut dalam konteks kalimat lisan dan tulisan dengan tepat.
3. Siswa dapat berpartisipasi aktif dalam kegiatan tanya jawab dan bermain peran (role-play) dengan penuh percaya diri.

B. Kompetensi Dasar (KD)

3.5: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

4.5: Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi arti dari kosakata yang berkaitan dengan penampilan dan sifat seseorang (contoh: tall, kind, friendly, shy).
- Menjawab pertanyaan guru dan teman dengan menggunakan kosakata tersebut.
- Menyusun kalimat deskriptif menggunakan kosakata yang dipelajari.
- Melakukan dialog dengan teman sekelas menggunakan pola pertanyaan dan kosakata yang tepat.

D. Materi Pembelajaran

Topik Kosakata:

- Physical appearance: tall, short, thin, fat, curly hair, etc.
- Personality: friendly, shy, kind, helpful, smart, etc.

Contoh Kalimat:

- "My friend is tall and has curly hair."

- “She is very friendly and always helps others.”

E. Metode Pembelajaran

- **Pendekatan:** Saintifik (scientific approach)
- **Metode:**
 - Communicative Language Teaching (CLT)
 - Dialog Demonstration
 - Interactive Question and Answer
 - Pair/Group Work
 - Role-play

F. Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Guru memberi salam, berdoa, mengecek kehadiran siswa.
- Menyampaikan tujuan pembelajaran.
- Ice breaking singkat menggunakan kosakata yang akan diajarkan.

Kegiatan Inti (60 menit) (*Menggunakan IRF Pattern*)

1. **Observing (Mengamati)**
 - Guru menampilkan gambar beberapa tokoh dan mendeskripsikan mereka secara lisan.
 - Siswa mendengarkan dan mencatat kosakata baru.
2. **Questioning (Menanya)**
 - Guru bertanya: “What do you think about this person?”
 - Siswa menjawab dengan kalimat sederhana, guru memberikan umpan balik langsung.
3. **Experimenting (Mencoba)**
 - Siswa bekerja berpasangan menyusun kalimat deskriptif menggunakan kosakata baru.
 - Beberapa siswa maju untuk membaca hasilnya.
4. **Associating (Mengasosiasi)**
 - Guru membimbing siswa membuat mini-dialog berdasarkan situasi (contoh: pengenalan teman baru).
 - Role-play antara dua siswa disaksikan oleh teman-teman.
5. **Communicating (Mengomunikasikan)**
 - Presentasi kelompok kecil.
 - Guru memberikan feedback dan klarifikasi penggunaan kosakata yang tepat.

Penutup (10 menit)

- Refleksi singkat tentang apa yang dipelajari.
- Guru memberikan evaluasi formatif secara lisan (pertanyaan cepat).
- Tugas rumah: Buat deskripsi singkat tentang temanmu menggunakan minimal 5 kosakata baru.

G. Penilaian

1. Pengetahuan

- Tes lisan: Menjawab pertanyaan tentang kosakata.
- Tes tertulis: Melengkapi kalimat dengan kosakata yang sesuai.

2. Keterampilan

- Observasi saat dialog dan role-play.

- Penilaian deskripsi tertulis (konteks, penggunaan kosakata, tata bahasa).

3. Sikap

- Partisipasi aktif dalam diskusi dan kerja kelompok.
- Sikap saling menghargai saat memberi pendapat dan berbicara.

H. Media dan Sumber Belajar

- Gambar tokoh/karakter (real picture atau kartun)
- Flashcard kosakata
- Speaker/audio (jika ada listening)
- Buku Bahasa Inggris kelas VIII
- Lembar kerja siswa (worksheet)

Mengetahui

Kepala Sekolah

guru mata pelajaran

Imam Ghozali S.Pd

Dyah Fatmawati S.Pd



Appendix 5**Research photo documentation****Picture 4.2****Picture 4.3****Interviewed Student's**

Appendix 6

Facilities and Infrastructure of SMP Islam ANNUR Jember

No	Jenis Prasarana	Jumlah	Jumlah ruang Kondisi Baik	Jumlah ruang Kondisi Rusak	Kategori Kerusakan		
					Rusak Ringan	Rusak Sedang	Rusak Berat
1	Asrama						
2	Musholla	1	1	0	0	0	0
3	Gedung sekolah	1	1	0	0	0	0
4	Lapangan olahraga	1	1	0	0	0	0
5	Kantor sekolah	1	1	0	0	0	0
6	Kamar Mandi Guru	1	1	0	0	0	0
7	Kamar mandi siswa	2	2	0	0	0	0
8	Kantin	1	1	0	0	0	0

9	Lab Komputer	1	1	0	0	0	0
10	UKS	1	1	0	0	0	0
11	Aula	1	1	0	0	0	0
12	Parkiran Guru	1	1	0	0	0	0
13	Parkiran Siswa	0	0	0	0	0	0
14	Meja mengajar guru	20	20	0	0	0	0
15	Kursi Guru	20	20	0	0	0	0

Appendix 7

Data Teachers of SMP Islam ANNUR

Educator and educational staff data

No	Information	Amount
Educator		
1.	Guru PNS	1
2.	Guru Tetap Yayasan	8
3.	Guru Honorer	6
4.	Guru tidak tetap	0
Educational staff		
1.	Tata Usaha	2

Appendix 8

Names of Teachers SMP Islam ANNUR

No	Nama Guru	Mata pelajaran	alamat	Jabatan
1	Imam Gozali S.Pd.	-	Jember	Kepala Sekolah
2	Vicky Hidayat S.Sos.	TIK	Jember	Operator
3	Ahmad Muhaimin s.E.	PKN	Lumajang	BOS SMP
4	Imam Syafi'ie S.Pd.	IPS	Lumajang	Staf guru
5	Fatkhur Rohman S.Pd.	PAI	Jember	Staf guru
6	Jannatul Laeli S.Pd.	IPA	Jember	Staf guru
7	Siti Nur Fadila S.S.	B Indonesia	Jember	Staf guru
8	Hikmatu Syarifah S.Pd	MTK	Jember	Bendahara

9	Fitriatus Sufiyah	MTK	Jember	Wakil Kepala Sekolah
10	Dwi Sastika Wulandari	Tahfid	Jember	Staf guru
11	Dyah Fetmawati	B inggris	Jember	Kurikulum
12	Nur Kholis Majid S.Pd	B inggris	Jember	Staf guru



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JEMBER

Appendix 9

Research permission letter



Nomor : B-12424/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPI ANNUR Rambigundam Rambipuji Jember
Rambigundam Rambipuji Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186122
Nama : HOLISATUL ILMIYAH
Semester : Semester empat belas
Program Studi : TADRIK BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "ANALYSIS OF CLASSROOM
INTERACTION IN ENGLISH LEARNING OF JUNIOR HIGH SCHOOL
STUDENTS" selama 56 (lima puluh enam) hari di lingkungan lembaga
wewenang Bapak/Ibu Imam Gozali S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Mei 2025

Dekan,

Dekan Bidang Akademik,





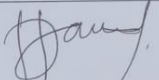



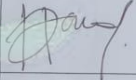
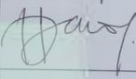

KHOTIBUL UMAM

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JEMBER


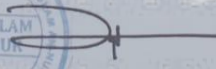
Appendix 10

Research journal

KEGIATAN PENELITIAN
DI SEKOLAH MENENGGAH PERTAMA ISLAM ANNUR
JEMBER

No	Tanggal	Uraian Kegiatan	TTD
1.	24 April 2025	Penyerahan surat penelitian kepada kepala sekolah SMP Islam ANNUR Jember (Imam Ghozali S.Pd)	
2.	24 April 2025	Observasi dan Penelitian Lapangan	
3.	24 April 2025	Wawancara dengan guru kelas VIII sekolah SMP Islam ANNUR (Dyah Fatmawati S.Pd)	
4.	2 Mei 2025	Wawancara dengan murid kelas VIII sekolah SMP Islam ANNUR (M Kholilurrahman), (Putra Maulana), (M Saifullah).	1.  2.  3. 
5.	3 Mei 2025	Observasi secara langsung dengan mengamati proses kegiatan belajar mengajar (KBM) secara langsung	
6.	5 Mei 2025	Mengvalidasi serta Melengkapi data	
7.	20 Mei 2025	Pemohonan surat keterangan selesai penelitian	

Jember, 20 Mei 2025
Mengetahui
Kepala SMP ANNUR



Imam Ghozali, S.Pd

Appendix 11

Research complete letter



YAYASAN AN-NUR HAJI ALWI
SMP ISLAM AN-NUR

Korpuro No. 47 Telp 0331-712936 Rambigundam Rambipuji Jember
E-mail : smpi_annur09@yahoo.com

SURAT KETERANGAN

Nomor :575./SMPI ANNUR/V/2025

Yang bertanda tangan di bawah ini :

Nama	: Imam Ghozali, S.Pd
Jabatan	: Kepala SMP Islam An-Nur
Alamat	: Rambipuji, Jember
Menerangkan Bahwa :	
Nama	: Holisatul Ilmiyah
Tempat/Tanggal Lahir	: Jember, 29 Mei 1999
NIM	: T20186122
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
	Univrsitas Islam Negeri (UIN) Kiai Haji Achmad Siddiq Jember

Yang bersangkutan telah mengadakan penelitian di SMP Islam ANNUR terhitung 24 April 2025
Sampai dengan 20 Mei 2025 guna menulis skripsi dengan judul " ANALYSIS OF CLASSROOM
INTERACTION IN ENGLISH LEARNING OF JUNIOR HIGH SCHOOL STUDENTS"

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 20 Mei 2025
Kepala SMP Islam An-Nur


Imam Ghozali, S.Pd



Appendix 12

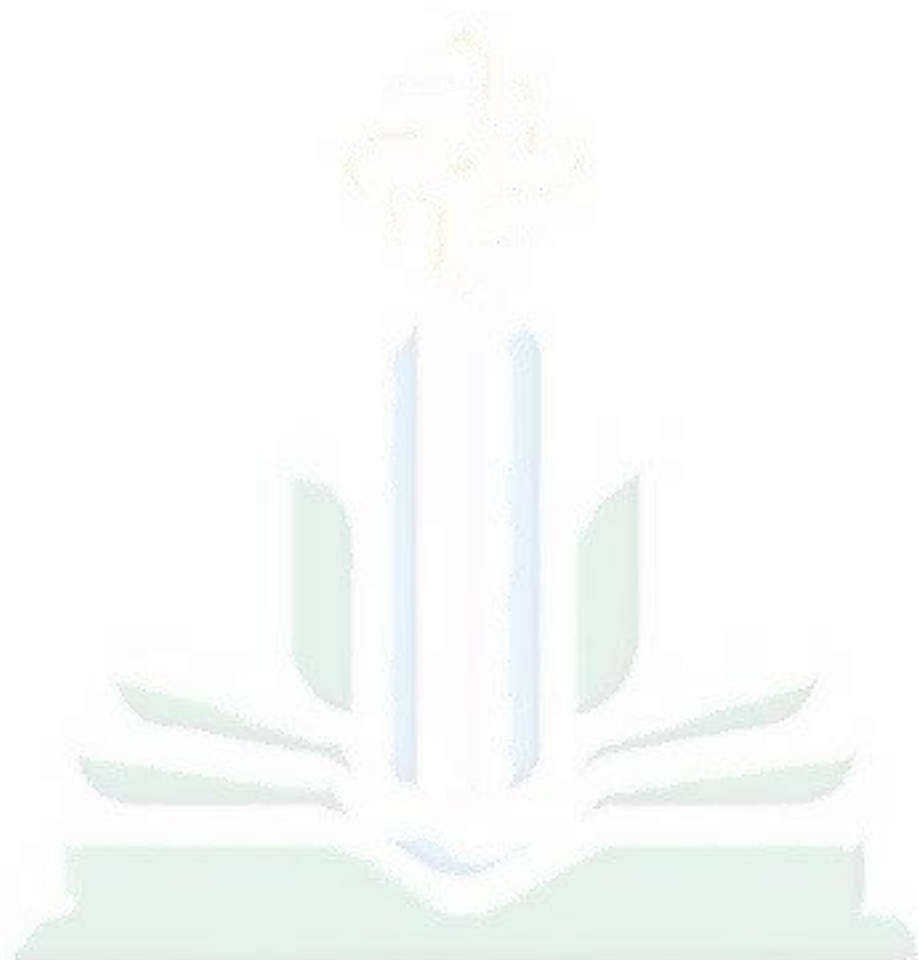
Author Biodata



Name : Holisatul Ilmiyah
 Tempat, Tanggal Lahir : Jember, 29 May
 1999 Gender : Female
 Name of parent
 Father : Suyono
 Mother : Saniatun Hasanah
 Addres : Karangbayat Sumberbaru Jember
 Phone Number 082140287135

History of Education

- a. TK AL-HIDAYAH
- b. SDN Karangbayat 01
- c. SMP Negeri 2 Sumberbaru Jember
- d. MA Miftahul Ulum
- e. Universitas Kiai Haji Acmad Siddiq Jember Non formal Education
 - a. PP Miftahul Ulum Banyuputih Kidul Organitation Experience
 - a. ICIS UIN KHAS



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