

DR. ACHMAD HILAL MADJDI., M.PD



NORMS

IN THE CLASSROOM INTERACTION BETWEEN

TEACHER AND STUDENTS

IN THE ENGLISH CLASS OF
SENIOR HIGH SCHOOL

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Norms In The Classroom Interaction Between Teacher And Students In The English Class Of Senior High School

Dr. Achmad Hilal Madjdi, M.Pd

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PREFACE

Alhamdulillah, thank you Allah. I could not be more thankful for God's mercy and guidance in allowing me to complete this study. This study is presented as a very useful book for comprehensive understanding of the use of norms in the classroom interaction between teacher and students in the English class of Senior High School.

This book is written on the basis of a research that focuses on the investigation on the application of norms by both teacher and students during their classroom interaction. In this study, dialogues between teachers and students are not only a variation of classroom activities that significantly color the teaching and learning process, but also show the quality of interaction it self.

It's no secret that building communication is considered the most essential task for teacher and students during the teaching and learning process. They need to exchange ideas and connect their mind to understand the subject matter. In doing so, teacher and students need to consider many things including the choice of words, attitudes as well as expression.

This book mainly provides a quick overview of how teacher and students construct communication in the overall process of classroom activity, how important other things which involve during the process of teaching and learning in the classroom are and the significant of things beyond the language being learned in students learning progress.

But no job is perfect, even if everything is planned and scheduled to avoid mistakes. Therefore, suggestions and criticisms for further improvements are urgently awaited.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the most taught foreign languages in the world. It is taught as a compulsory or optional subject in schools in many countries. English language teaching methods vary according to the proficiency level of the student and the teaching environment. Some programs offer study materials in English and the student's native language. There are two different models for teaching English: training programs for students who want to move to English-speaking countries, and other programs for students who do not plan to move, but who want to understand English content for education, entertainment, work or doing international business. Learning English as a foreign language can bring many benefits, such as access to new opportunities in higher education and the workforce

Teaching English as a foreign language requires certain considerations to ensure effective learning. Here are some tips and resources to consider:

1. **Get the qualifications you need:** To teach English as a foreign language, you need a TEFL certificate. There are various ways to obtain this certificate, such as through online courses or participating in a training program. A CELTA, TEFL, TESOL certificate makes you a certified ESL teacher, allowing you to teach English abroad to international students. Of the three certificates, CELTA is the most widely accepted.
2. **Be patient and flexible:** Teaching English as a foreign language can be difficult and it is important to be patient with students and use different teaching methods to keep them interested and engaged in language learning. Using games, projects and activities can help make learning more enjoyable.
3. **Respect cultural differences:** When teaching English as a second language in a foreign country, you are likely to encounter cultural differences. As a teacher, it is your responsibility to gently change the mindset of the student to work with your teaching methods. Certain cultural norms such as dress code and non-verbal communication must be followed.
4. **Classroom Rules:** It is important to establish classroom rules based on mutual fairness and respect from day one. Helping students with writing can help create a sense of ownership and responsibility.
5. **Plan and prepare:** Planning and preparing lessons in advance will help ensure you are organized and ready to teach. Using pictures and simple lessons can also help improve learning.
6. **Be adaptable:** Students learn at different levels and it is important to adapt to each individual's learning pace so that everyone can benefit from your lessons.

Teaching English as a foreign language can be a valuable experience, but it needs patience, flexibility and good planning. By acquiring the necessary qualifications, considering cultural differences and implementing different teaching methods, you can promote your students learn English effectively.

In English class, the students have to master four skills namely listening, speaking, reading and writing. Those four skills should be taught comprehensively. The English teacher needs to understand students' characteristics to create a good atmosphere in the class. In delivering the materials, the English teachers have to use interesting and creative techniques to avoid boring time. In addition, the students must behave properly and show a good manner to the teacher and their friends.

Teacher and students are components supporting in the class. Teacher and students must have good relationship. They are relating one another. The interaction between teacher and students becomes an interesting topic to be discussed. In the class, teacher is not the center of teaching, so she/he gives chance to the students to participate in the class. The students tend to be active in the class by taking part in every situation of the class.

Interaction is becoming increasingly important when learning English. There are usually, if not all, consequences for not learning a language in the classroom. It concerns the type of interaction that takes place during the lesson. Interaction plays an important role in developing the learner's skills in the language. Through interaction, Learners engage with and master the language. Interaction is a necessary part of communication. Communication will take place at intra-personal, interpersonal, group, and cultural forms. Involvement and/or role of elements of all formats influence communication success.

In other words, interaction is the essence of communication. Learning to communicate in English may also means learning to interact in English. Interaction is an important aspect of language because learning is something that people do in their daily lives. Something like how to talk, challenge, interrupt and ask each other questions are considered to be a skill of an interaction. As part of the interaction, there is a willingness to collaborate verbally. Therefore, in the classroom, both teachers and students need to actively participate interaction.

Learning new skills requires active participation and reflection on what learners are doing. Experience and reflection can teach learners more than any manual or lecture ever could. When learning a skill, we practice something, recognize the result of that practice, and choose one of the two. Move on or start a new and different practice. This also happens when learning to communicate in English. Learners practice communicating in English. Learners can see the result of communication. Eventually, they decide to move on or take a new and different path form of communication.

On the other hand, classroom interactions require the participation of both teachers and students. The role of the teacher is most important when designing tasks and monitoring the process of their implementation. Teachers can do many things to create a discussion, whether it is a whole class discussion or a small group discussion. That is why in an interactive classroom, students need to think, speak, and listen as they participate classroom. Students don't get enough practice just by talking to their teachers. Little by little while listening to the teacher, they must practice with other students in the classroom.

1. Creating a positive classroom atmosphere is crucial in teaching English. Here are some tips and factors to consider. Factors to consider:
2. The classroom atmosphere helps to create and maintain a relationship between the teacher and the students. This affects students' confidence and comfort in speaking in class. A positive classroom atmosphere improves students' social interaction and engagement in learning. Tips for Creating an Inviting Classroom Environment for ELLs: Know your students' interests and strengths to connect and make new friends. Use activities and strategies to promote a safe and respectful classroom, such as creating classroom rules or classroom rules.
3. Encourage students to speak and participate in class by creating a supportive and inclusive environment. Provide opportunities for students to work in pairs or small groups to practice their language skills and build relationships with their peers.

4. Use technology and multimedia resources to engage students and make learning more interactive and fun.
5. Use positive reinforcement and praise to motivate students and build their confidence.
6. Be patient and understanding with students who may have language or cultural differences.
7. Use humor and storytelling to make the lesson more enjoyable and memorable.
8. Incorporate cultural diversity and global perspectives into the curriculum to broaden students' horizons and promote tolerance and understanding.

Overall, creating a positive classroom climate requires a combination of factors, strategies, and personal characteristics that promote a supportive and inclusive learning environment for all students.

It is clear then, that in the classroom, teachers and students are language learners. A Teacher's Language learning experiences influence what and how other teachers teach in the classroom. Students' language learning experience also influences what and how they learn Language in the classroom. Classroom dialogue is a two-way and meaningful dialogue between teachers and the students. Learners develop language through dialogue ability. The essence of communication is interaction. In an interactive lesson students can participate in discussions, problem-solving tasks, or dialogue journals. The framework of activities can be pair or group work.

In the English class, teacher builds an English atmosphere to maximize the teaching and learning process. So, the interaction between teacher and students need to pay attention. When the teachers interact with the students, they have to use appropriate language. In addition, they use kinds of norms to be applied in the class.

In EFL classroom, both students and teachers should address standards to create a positive and productive learning environment.

Here are some things students and teachers can do about EFL standards. For teachers:

1. Respect the needs and wants of all students and treat them fairly and kindly. Understands and owns standards and holds himself and colleagues accountable for specific behavior that defines these standards. Discover the top five principles all teachers should know about second language learning and academic challenges for English learners.
2. Provide varied and intensive vocabulary with a focus on academically useful words. Use culturally appropriate teaching to build a bridge between home and school.
3. Clarify classroom standards and expectations and discuss the rules with students.
4. Introduce classroom rules and standards in the first lesson and review them at the beginning of each subsequent lesson

For students:

1. Understand expected behaviors and consequences. Use your oral language skills to explain concepts and communicate with peers.
2. Participate in negotiations with teachers.
3. Follow the rules and guidelines established in class.

By following these guidelines, students and teachers can create a collaborative culture that promotes learning and respect in the EFL classroom.

Norms play an important role in language teaching and learning. Pedagogical standards guide the selection and sequence of characteristics of the target language in language teaching and learning. In language teaching it is important to consider cultural norms and traditions related to the target language. Effective world language learning combines language and culture. Teachers must not only immerse students in cultures related to the target language, but also make comparisons with their own background. Providing effective

instruction in languages that students use and understand requires careful consideration of contextual factors and multi-stakeholder engagement to ensure that language is considered and integrated into the curriculum, teacher practice and professional development, as well as many other aspects of education system and teaching and learning process. The use of cultural knowledge in communication considers important ways to negotiate the meaning embedded in values, customs and norms.

Norms can be used as the guidance for the people to behave properly. So, everyone has to obey norms. The students in the class should behave properly based on the appropriate norms. In addition, the teachers also have to apply norms in the teaching and learning process.

Based on the consideration above, the writers want to conduct a study entitled Norms in the Classroom Interaction between Teacher and Students in the English Class of Senior High School. The interaction between teacher and students are variation of the classroom activities that help the teaching and learning process intensively.

B. Research Question

The research question is formulated as follows: how is the realization of norms in the classroom interaction between teacher and students in the English class of Senior High School?

C. Research Method

This research belongs to descriptive qualitative. It describes the realization of norms in the interaction between teacher and students in the English class of Senior High School. The writers want to explore the interaction in the class to get the data. The data of this research is norms, while the data source of this research is the interaction between English teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus. In collecting the data, the steps are taken as follow: a) choosing one of the English teacher of the Madrasah Aliyah

Negeri 1 Kudus. The writers chooses one English teacher who teaches the tenth grade students of Madrasah Aliyah Negeri 1 Kudus, and b) observing the English class of the Madrasah Aliyah Negeri 1 Kudus.

In the data analysis, the writers do the following steps: a) transcribing the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus; 2) nalyzing the norms in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus; 3) Tabulating the kinds of norms in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus, and 4) describing the norms in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus.

CHAPTER II

REVIEW OF LITERATURE

A. English Class of Senior High School

English as a Foreign Language (EFL) has been taught in Indonesian schools since the early year after independent day. The Indonesian government has allowed schools to teach English from primary school, which means students have more time to learn English. English is still taught as a foreign language in primary, middle and high schools across the country. English is the first foreign language taught in Indonesia and has been widely offered in Indonesian schools since primary level 4. However, English is taught only four hours a week in secondary schools and it is not even part of the national curriculum.

Some of Indonesian students think that English is one of the difficult subjects at school. In addition, some of them think that English is an interesting subject if the English teachers taught creatively at class. The students tend to be actively participated when they feel enjoy to get the English subject. So, it is a task for English teachers to make a good atmosphere in English class.

There are many techniques used by English teachers to make the students active in the class. They are jigsaw cooperative learning, games, songs, etc. The techniques should be based on students' needs and characters. For Senior High School learners, the English teachers should find appropriate techniques to be applied for 15-18 years old. The students of Senior High School are teenager students. In case, the English teachers of Senior High School should build a good cooperation and good relationship with the students. The relationship between teacher and students is one of the components to create successful class.

Teaching English in Islamic schools in Indonesia is a compulsory subject for Santri . There are several studies and research papers available on the design of English language teaching materials in Islamic schools in Indonesia. These materials are based on Islamic values and aim to support high school teachers “Pesantren” or Islamic Boarding School. An epistemological perspective is also taken into account when teaching English in an Islamic college in Indonesia.

In Indonesia, English education has gained an important position in Islamic schools. Islamic education is the choice of Muslim communities in Indonesia as long as it meets the requirements of living in the country. “Pesantren” or Islamic boarding schools, offer the national curriculum in addition to Islamic education. The Indonesian EFL curriculum emphasizes the use of technology. English is a foreign language that is officially part of the national curriculum and is compulsory in many schools. The KKNI-based ELT curriculum is implemented in Islamic higher education in Indonesia.

Madrasah Aliyah Negeri is Islamic State of Senior High School. In this study, the writers want to investigate the English class especially the interaction between teacher and students in English class of Madrasah Aliyah Negeri. In Madrasah Aliyah Negeri, English also becomes the important subject. There are some materials taught in English class. The students of Madrasah Aliyah Negeri and Senior High School are almost similar. They are also teenagers, so the English teachers have to be active to teach them.

In Madrasah Aliyah Negeri, English is one of the important subjects for the students. The English teachers have to be active at class but it does not mean that they are the center in the process of teaching and learning process. The English teachers have to apply student center learning in English class.

B. Classroom Interaction

Interaction is synonymous with the learning process itself (Allwright, 2008). Through dialogue, learners' language skills are further developed. Through interaction, language learners will get more opportunities to use the language effectively.

In the context of classroom interaction, the types of tasks that are encouraged vary widely. Negotiating for meaning is an intensive problem-solving task in which both partners take the lead. The information you need will help facilitate negotiations rather than open-ended negotiations. Some conversation tactics can help resolve ongoing communication problems. For examples, repetitions, confirmation checks, comprehension checks, or requests for clarification. These collaborative efforts are very helpful for language learning. By making an effort, language learners find it difficult to understand and manipulate the language to its fullest extent trouble spots (Mitchell and Myles, 2004: 167-8).

In the teaching and learning process, the teacher plays an important role in managing the class. In giving the instruction to the students, the teacher must give as clearly as possible. In fact, there are some English teachers do not use English fully in giving instruction in the class. They tend to use *Bahasa Indonesia* to clarify to the students. Furthermore, the students feel that English is difficult subject for them. For this reason, the English teachers have to create a good atmosphere in their English class by familiarizing English to students.

When the students are familiar with English in the class, the learning process will run smoothly. In addition, the students will get the benefits from learning English in the class or outside of the class.

If the students like to study English, so the English teachers do not need a big effort to ask them in involving to the lesson since the students are automatically take part in the teaching and learning process.

In the process of learning English, a good interaction between teacher and students is an essential thing to be considered. Seonmin (2016) stated that the interaction between teacher and students required unique instructional steps. In steps of teaching and learning process, the English teachers have to use simple language since English is as foreign or international language for Indonesian learners.

Students' communication skills will be improved through interaction between students through oral or written discourse (Douglas, 2001: 48). Students can read and listen seriously material, participate in discussions, problem-solving tasks, and dialogue diaries. The intended message received becomes a factor of production for the speaker and listener reception.

Communication skills are crucial for students to succeed at various stages of their academic journey. Effective communication skills help students build and maintain relationships with peers, teachers, and mentors. Good social and communication skills lead to healthier, longer-lasting relationships, which can be essential to any student's career success. Communication skills are very valuable, especially for high school students. Academic success depends on strong communication skills, whether oral or written. Here are some reasons why communication skills are important for students:

1. **Building Relationships:** Communication skills are essential for building and maintaining relationships with peers, teachers and mentors.
2. **Long-term relationships:** Good social and communication skills lead to healthier, longer-term relationships, which can be critical to any student's career success.

3. Academic success: Academic success depends on strong communication skills, whether oral or written.
4. Personal growth: Effective communication affects how students see their environment, increases confidence and morale, and reduces stress.
5. Intellectual Conversations: Effective communication skills help people express their ideas more effectively and thus have much more effective intellectual conversations.

In conclusion, communication skills are crucial for students to succeed in their academic journey and beyond. It is necessary to improve communication skills, whether verbal or written, so that things progress properly and consistently

Effective communication skills in a language classroom are determined by the development of communication patterns between teachers and students through structured and measurable programs. However, the willingness of all parties in the class to open up to communication is also crucial. Therefore, structured and measurable programs should be designed to help the ability and willingness of students and teachers to interact and communicate with each other.

The types of interaction between teacher and students are not only face to face settings but also in Virtual Learning Environment (VLE) (Archila and Marcela, 2014). In this research, the writers focus on face to face setting in the English class. In the interaction between teacher and students, the teacher must be balance in giving opportunities to students to be active in the class. Waring and Zhang (2011) stated that learners are the center in generating learning opportunities. It means that teacher should apply Student Centered Learning in the English class. Questioning is one of the activities of teacher and students interaction in the class (Turney, *et al.*, 1983).

Effective communication features are essential for successful online learning. The following are some communication activities that can be implemented in e-learning:

1. Interaction between the learner and the content: Learners can interact with the course content in a number of ways (for example, through multimedia, activities, assignments, self-assessments, projects, etc.).
2. Communication between the student and the teacher: the interaction of the teacher with the whole class is regular (at least once a week) during the course (for example, through course announcements, general remarks about activities or tasks, etc.).
3. Student-to-student communication: opportunities are created for students to interact with other students (for example, through mutual evaluation, games, competitions, discussions, presentations, etc.).
4. Interaction between the learner and the community of practice: Learners are exposed to relevant communities of practice (for example, the course includes resources related to these communities of practice, such as links to relevant websites or organizations).
5. Listener and Speaker Activity: This activity is another good activity that shows the importance of active listening and gives participants a chance to practice their skills.
6. Clap and Follow Activity: This activity is a great way to practice using your body in verbal communication.
7. Think, Connect and Share: Participants come together for breakout sessions focused on a single topic. In each group, each student brings their own thoughts and ideas. Encourage discussion and collaboration among students in each group.
8. Interactive Demonstrations: Interactive demonstrations can be used in lectures to illustrate a concept, apply a skill, or perform a process.
9. Puzzle: A puzzle is a collaborative, active learning exercise where students are grouped together to solve a problem or analyze a reading.

It is important to choose learning activities that achieve the objectives, use learning methods that involve students in meaningful activities, offer many opportunities for communication and leave enough time for joint or group activities and discussion.

C. Norms

In human life, people need norms to create a good interaction among the people. In the level of education, norms are very crucial to be discussed. The teacher applies norms in the teaching and learning process. In addition, the students have to appreciate norms in the classroom. Norms can be in the form of cultural norms. Cultural norms influence non verbal communication (Yanrong, 2015). Non verbal communication is familiar with gesture. Gesture helps people in conveying meaning in the communication.

In the English class, the teachers have to use appropriate norms to students. It will give contribution to the English lesson since English is as international or foreign language for students. Basically teaching English can not separated with culture. So, the English teachers have to be wise in teaching Western culture and Indonesian culture.

Norms are very important in building students' character. They are the basic principle for students to behave properly. The students need norms to maximize a good behavior and their performance to be better. Norms can be used as the tool to control the people in daily life. They tend to be the essential thing in the human life.

The culture in which people live greatly influences the norms of both oral and written communication. Therefore, the language used in intercultural communication must be carefully chosen. Certain words or phrases that are considered normal in one culture may be considered impolite or rude in another culture. Therefore, it is important to understand the language and vocabulary used in different cultures.

Effective communication styles can vary from culture to culture. Some cultures may prefer a direct and assertive communication style, while other cultures may prefer a more relaxed and indirect communication style. It is important to understand what communication styles are considered effective in different cultures.

Nonverbal norms such as eye contact, social distance, and body movements can also vary from culture to culture. Some cultures may prefer intense eye contact, while others consider it impolite. That is why it is important to understand the non-verbal norms in different cultures.

The values and beliefs of a particular culture can also influence communication norms. Some cultures may value more politeness and respect, while others may value honesty and struggle. It is important to understand the values and beliefs of different cultures.

Technology can also affect the norms of intercultural communication. Some cultures may be more open to using technology in communication, while other cultures may prefer face-to-face communication. It is important to understand the technology preferences of different cultures. From the point of view of intercultural communication, mutual understanding and understanding of life are very necessary, because each culture has different norms and values. That is why it is important to understand and respect the norms and values of different cultures in order to communicate effectively and avoid misunderstanding.

Norms and technology can significantly affect English as a foreign language (EFL) teaching. Technology can be used to improve EFL teaching and improve students' reading and writing skills. However, the integration of technology in EFL lessons is influenced by teachers' beliefs and attitudes towards technology. The students' attitude towards the use of technology in the classroom is also an important consideration. Incorporating technology into EFL lessons can refresh and engage students, making them more engaged and motivated to learn. Government law addresses technology to equalize opportunities for all students, including those designated as English language

learners, and technology should be used to improve educational opportunities for EU students. Technology plays a key role in EFL classrooms and affects how teachers teach. Therefore, it is important to consider norms and attitudes toward technology in EFL lessons to effectively integrate technology and improve student learning outcomes.

Additionally, attitudes play an important role in the success of EFL classes. Students' feelings, beliefs and behavioral tendencies towards learning English as a foreign language can influence their motivation and commitment to learning. The results of a study conducted on EFL learners at any institution showed that students who are motivated to learn can succeed regardless of learning conditions. Another study found that students' attitudes toward learning English were positively correlated with their success in EFL classes. A retrospective study that aimed to find out students' attitudes towards their previous EFL lessons and teachers found that students' attitudes towards their teachers and lessons can influence their motivation and engagement in the learning process. A study conducted with 10th grade students in Ethiopia, for example, showed that social factors such as native English speakers, peer groups and students' parents can positively influence students' attitudes towards EFL learning. Finally, students emphasize that teachers who support face-to-face EFL lessons encourage students to take face-to-face EFL lessons.

The development of technology offers language teachers many options for collaborative activities (Kiyomi and Maki: 2015). Collaborative activities make the English teaching and learning process vary from period of time. In fact, the English teachers have to adapt the condition which is suitable with appropriate norms in the classroom. There are many kinds of norms can be applied in the classroom. They are discipline, tolerance, self-confidence, honest etc. Those norms are the basic knowledge for the people.

Collaboration is an important part of teaching English. Research shows that an active, social, contextual, engaging and student-specific educational experience leads to deeper learning. Ben-

efits of cooperative learning include the development of higher order thinking, oral communication, self-management and leadership skills, fostering student-faculty interaction, increased student persistence, self-confidence and responsibility, discovery and better understanding. different perspectives and preparation for real social and professional situations.

Collaborative learning makes students interdependent in their pursuit of knowledge and makes learning more meaningful. Collaboration can be used at any age and in any subject and EFL students can participate at any stage of language development, especially when English learners are grouped with supportive peers. Collaboration can take the form of group or pair discussions, listening triangles, solving tasks and more. Collaborative learning requires significant planning and preparation as well as continuous monitoring and evaluation. Cooperative learning provides important opportunities for students to develop important skills needed outside the classroom, such as oral communication, self-management, leadership and social skills.

CHAPTER III

FINDING AND DISCUSSION

The Realization of Norms in the Interaction between Teacher and Students in the English Class of Madrasah Aliyah Negeri 1 Kudus

The writers describe and explore the norms found in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus.

Table 1 Norms in the Interaction between Teacher and Students in the English Class of Madrasah Aliyah Negeri 1 Kudus

No	Utterance	Types of Norms	Notes
1.	Teacher: Why do you feel sad today?	Respect to others	The teacher asked the student's condition
2.	Teacher: What happened with you?	Respect to others	The teacher asked the student's condition

3.	Teacher: Maybe if you want to get or want to follow our study you should be happy	Respect to others	The teacher informed to the students to respect to others
4.	Teacher: When you are happy you will get some knowledge from your teacher well and if you are sad can disturb system your write your good	Trust	The teacher suggested to the students to pay attention to the lesson in order to get some benefits
5.	Teacher: When you are learning when you are studying because before you go home you must get something , you should get something, it means knowledge information, experience, you are not like an empty bottle	Trust	The teacher suggested to the students to pay attention to the lesson in order to get some benefits
6.	Teacher: Before that I will ask you mas Roni, hallo how are you today?	Respect to others	The teacher asked the student's condition
7.	Student: Hai, I am fine	Respect to others	The student gave response to the teacher
8.	Teacher: Are you happy today?	Respect to others	The teacher asked the student's condition
9.	Student: Yes (smiling)	Respect to others	The student gave response to the teacher

10.	Teacher: I like your smile (smiling)	Tolerance	The teacher gave smile to the student
11.	Student: If you disturb snake it will bite you	Trust	The student answered the teacher's question
12.	Teacher: Right (smiling)	Respect to others	The teacher gave response to the students
13.	Student: If we had practice we would be the winner	Trust	The student informed about the general truth
14.	Teacher: So the formula must understood by all the students	Discipline	The teacher asked the students to study regularly
15.	Teacher: Yes (smiling)	Respect to others	The teacher gave response to the students
16.	Teacher: Ok please listen to me first yaa	Discipline	The teacher asked the students to pay attention to him
17.	Teacher: yes right (smiling)	Respect to others	The teacher gave response to the students
18.	Teacher: Yes you are right	Tolerance	The teacher gave response to the students
19.	Teacher: Yaa	Respect to others	The teacher gave response to the students
20.	Teacher: Now you must write on the book the right answer	Discipline	The teacher asked the students to study hard

21.	Students: Oh, yes..	Self-confidence	The students are able to do the teacher's instruction
22.	Teacher: Ok next meeting we did not have a class because we must prepare our school celebrations	Tolerance	The teacher followed the rule of the school
23.	Students: yes	Respect to others	The students gave response to the teacher
24.	Teacher: Yes in many competition, so I hope your class, what it is ... I hope your class will follow our event	Tolerance	The teacher asked the students to participate in the event
25.	Students: Yes..	Respect to others	The students gave response to the teacher
26.	Teacher: Maybe the junior high school will be joint to in that events	Self-confidence	The teacher was sure that the events would follow by Junior High School students
27.	Students: Yes	Respect to others	The students gave response to the teacher
28.	Teacher: Ok I will close the LCD	Discipline	The teacher follow the rule of the school to shut down LCD after teaching and learning process

29.	Students: Yes..	Respect to others	The students gave response to the teacher
30.	Teacher: Ok now who will be write the answer on the white-board?	Self-confidence	The teacher was sure that the students were able to do the exercise
31.	Student: (students come forward)	Respect to others	The students gave response to the teacher
32.	Students: Yes sir	Respect to others	The students gave response to the teacher
33.	Teacher: Yes you are correct type one	Respect to others	The teacher gave response to the students
34.	Teacher: Correct your answer please (talk with students who will write on the white-board)	Tolerance	The teacher asked the students to correct the answer
35.	Teacher: The time is up so you must understand the material	Discipline	The teacher asked the students to study hard
36.	Teacher: Thank you for your attention, lets praying	Tolerance	The teacher asked the students to pray
37.	Students: Audzubillah.....(praying together)	Tolerance	The students prayed together

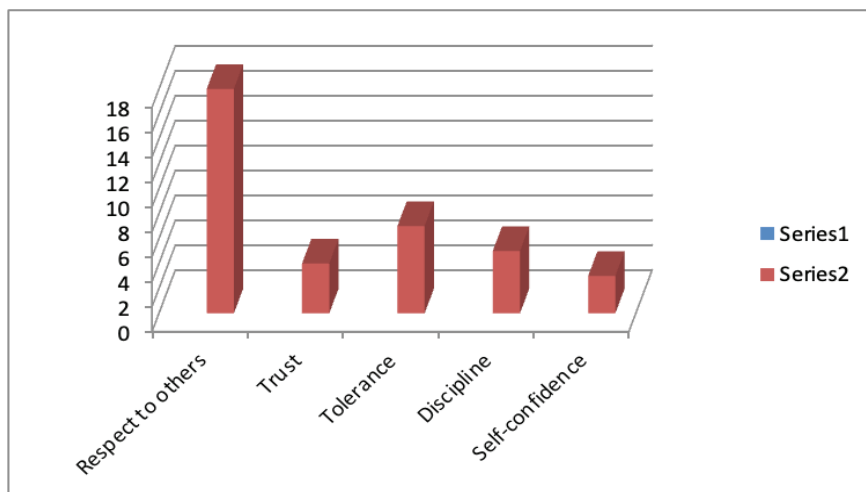
In the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus, we can find kinds of norms. They are respect to others, trust, tolerance, discipline and self-con-

fidence. The percentage of each norm is described in the following table.

Table 4.2 The Percentage of Norms in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus

Kind of Norm	Frequency	Percentage (%)
Respect to others	18	48.7
Trust	4	10.8
Tolerance	7	18.9
Discipline	5	13.5
Self-confidence	3	8.1
	37	100

.The Chart of norms in the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus is as follow:



The explanation of each norm is as follow:

1. Respect to others

Respect to others is the highest number of norm used in the English teacher and students interaction in English class of Madra-

sah Aliyah Negeri 1 Kudus. There are 18 numbers of utterances used norm of respect to others. We can see from the scenario of teaching:

- a. Teacher: Why do you feel sad today?
- b. Teacher: What happened with you?
- c. Teacher: Before that I will ask you mas Roni, halo how are you today?
- d. Teacher: Are you happy today?

From the utterances above we know that the English teacher wanted to know the students' condition.

- e. Student: Hai, I am fine
- f. Student: Yes (smiling)
- g. Student: (students come forward)

From the utterances above we know that the student gave response to the teacher

- h. Teacher: Maybe if you want to get or want to follow our study you should be happy

From the utterance above we know that the teacher informed to the students to respect to others

- i. Teacher: Right (smiling)
- j. Teacher: yes right (smiling)
- k. Teacher: Yaa

- l. Teacher: Yes you are correct type one

From the utterances above we know that the teacher gave response to the student

Teaching respect in the classroom is crucial for creating a positive and safe learning environment. Here are some tips and recommendations from various sources to promote respect in the classroom:

- a. Model respectful behavior and hold yourself accountable when things don't go as planned.

- b. Use age-appropriate language to let students know how they should treat others.
- c. Teach your children to use respectful words and phrases, like “Yes, Miss/Mrs. Smith,” and to say please and thank you.
- d. Explain that respect is expressed not only in their behavior, but also in the way they treat others.
- e. Make sure children know not to be disrespectful to anyone, including adults.
- f. Praise respectful behavior. Tell all your students that you respect and care about them.
- g. Create a culture of inclusion and respect in the classroom.
Recognize students who show kindness, respect and consideration.
- h. Use positive approaches in educating students about acceptable and unacceptable behavior. Encourage your students to use social and emotional skills in the classroom.

It is important to note that different cultures have different ways of showing respect, so it is important to adapt teaching methods to the particular class.

2. Trust

In the interaction between teacher and students in the English class of Madrasah Aliyah Negeri 1 Kudus, the writers of this research found 4 utterances used norm of trust. The explanation of each utterance is described as follow:

- a. Teacher: When you are happy you will get some knowledge from your teacher well and if you are sad can disturb system your write your good
From the utterance above the teacher suggested to the students to pay attention to the lesson in order to get some benefits
- b. Teacher: When you are learning when you are studying because before you go home you must get something , you should get

something, it means knowledge information, experience, you are not like an empty bottle

From the utterance above the teacher suggested to the students to pay attention to the lesson in order to get some benefits

c. Student: If you disturb snake it will bite you

From the utterance the student answered the teacher's question

d. Student: If we had practice we would be the winner

From the utterance the student informed about the general truth

Building trust in the classroom is essential to creating a healthy learning environment. Here are some ways to build trust with students:

a. Talk about trust: Start by talking with students about the importance of trust in all relationships, including the classroom. This sets the tone for healthy classroom relationships throughout the year.

b. Give students responsibilities: Giving students responsibilities in the classroom shows that you trust them and value their contributions. This can be as simple as assigning classroom tasks or leading discussions. Create a classroom climate of trust: Create a safe and supportive classroom environment where students feel comfortable without fear of judgment or ridicule. Be tolerant:

c. Be tolerant and accepting of your students, regardless of their background, beliefs or abilities. It helps them feel valued and appreciated.

d. Listen to your students: Listening to your students and acknowledging their thoughts and ideas shows that you value their input and care about their well-being. This can help build trust and respect between you and your students.

Remember that building trust is an ongoing process that requires effort and consistency. By implementing these strategies, you can create a positive and supportive classroom where students feel valued, appreciated, and motivated to learn.

3. Tolerance

Tolerance is one kinds of norm that should be applied to other people. In the classroom, both of the teacher and students have to apply tolerance. The writers found 7 utterance produced by teacher and students applying norm of tolerance.

a. Teacher: I like your smile (smiling)

From the utterance the teacher gave smile to the student

b. Teacher: Yes you are right

From the utterance the teacher gave response to the students

c. Teacher: Ok next meeting we did not have a class because we must prepare our school celebrations

From the utterance the teacher followed the rule of the school

d. Teacher: Yes in many competition, so I hope your class, what it is ...

I hope your class will follow our event

From the utterance the teacher asked the students to participate in the event

e. Teacher: Correct your answer please (talk with students who will write on the whiteboard)

From the utterance the teacher asked the students to correct the answer

f. Teacher: Thank you for your attention, lets praying

From the utterance the teacher asked the students to pray

g. Students: Audzubillah.....(praying together). From the utterance the students prayed together

Teaching tolerance in the classroom is essential to equipping students with the skills they need for future success, which means teachers must be intentional about teaching them the skills to communicate and work with people from different backgrounds and cultures. Here are some strategies for building tolerance in the classroom:

- a. Be culturally competent: Teachers must understand and challenge their own biases related to race, class, gender, country of origin, sexual orientation, age, religion, etc.
- b. Start early with anti-bullying lesson plans and proactive efforts to promote tolerance.
- c. Provide opportunities for mixed race groups to work together.
- d. Model tolerant behavior.
- e. Use books or other texts to help students talk about representations, prejudices and stereotypes.
- f. Display pictures of children from different cultures on classroom wall posters.
- g. Show empathy and compassion when teaching other subjects.
- h. Refrain from intolerant behavior.
- i. Use likeable characters through storytelling and modeling.

Teaching tolerance is not an easy subject, but it is essential for success in today's workplace. By promoting tolerance and inclusion in the classroom, teachers help build inclusive classrooms and promote social equality in schools.

4. Discipline

Discipline is very important in daily life. So, in the teaching and learning process, teachers and students have to apply discipline norm. There are some utterances found in the learning scenario relating to discipline norm.

- a. Teacher: So the formula must understood by all the students

From the utterance the teacher asked the students to study regularly

- b. Teacher: Ok please listen to me first yaa

From the utterance the teacher asked the students to pay attention to him

c. Teacher: Now you must write on the book the right answer

From the utterance the teacher asked the students to study hard

d. Teacher: Ok I will close the LCD

From the utterance the teacher follow the rule of the school to shut down LCD after teaching and learning process

e. Teacher: The time is up so you must understand the material

From the utterance the teacher asked the students to study hard

Establishing discipline in the classroom is essential to creating a positive and effective learning environment. Here are some tips and strategies to help teachers maintain discipline in the classroom.

a. Know and follow the school's disciplinary procedures.

b. Be fair, positive and consistent in your approach to discipline.

c. Create a list of standards and consequences consistent with district and building policies and share them with parents and students.

d. Keep your classroom tidy and attractive to avoid disruptive behavior.

e. Treat students with respect and maintain confidence. Learn the meaning of terms used by students, especially slang.

f. Start class on time and in a professional manner.

g. Create consistency in your approach to discipline. Make sure punishments and rewards are clear.

h. Don't reward distractions with attention.

i. Keep things exciting to engage students in the learning process.

j. Create the right procedures and make the rules clear from the start.

k. Practice what you preach and lead by example.

By implementing these strategies, teachers can create a disciplined classroom that creates a positive and effective learning environment for all students.

5. Self-confidence

Self-confidence is norm that can make the students more confidence. It helps them showing their ability in front of other people.

a. Students: Oh, yes..

From the utterance the students are able to do the teacher's instruction

b. Teacher: Maybe the junior high school will be joint to in that events

From the utterance the teacher was sure that the events would follow by Junior High School students

c. Teacher: Ok now who will be write the answer on the whiteboard?

From the utterance the teacher was sure that the students were able to do the exercise

Building self-confidence in the classroom is critical to students' academic and social success. Here are some strategies teachers can use to increase their students' self-esteem and confidence:

a. Adopt a Growth Mindset: Encourage students to view challenges as learning opportunities and failures as opportunities for growth.

b. Teach them that their talents can be developed through hard work and dedication.

c. Praise and recognition for achievements: Praise and recognize students when they do something right, both privately and in front of their peers. Specific praise lets students know you're paying attention and helps them recognize their small victories.

d. Set realistic expectations: Setting realistic expectations for students can help them feel more confident in their abilities. Encourage them to set goals that are challenging but achievable.

e. Provide constructive feedback: Feedback should be specific, timely and focused on the task, not the student. Encourage students to use feedback as a tool for growth and improvement.

- f. **Encourage ownership:** Empower students to take responsibility for their own learning. When students believe they have some control over their lives, it can increase their self-esteem and resilience. Focus on "yet": Encourage students to use the word "yet" when faced with a challenge. For example, "I still don't understand this math problem." This helps them see challenges as temporary setbacks rather than permanent failures.
- g. **Offer one-on-one time:** If the student lacks confidence, make meeting with them a priority. This could remove your child during group activities, at lunch, after school or before school. Encourage them to take turns leading discussions or activities: Highlight each student's knowledge and encourage them to share discussions or activities with the class.
- h. **Self-Esteem Building Activities:** Try self-esteem building activities with your students that will boost their self-esteem. These activities include a letter to yourself, negative self-talk, a confession card, a gratitude journal, a goal journal, and a random act of kindness.

By implementing these strategies, teachers can help their students develop confidence, which leads to greater success in the classroom and beyond.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the research and discussion in the previous chapter, the writers can conclude that the English teacher and students of Madrasah Aliyah Negeri 1 Kudus applied some norms in the interaction in the class. Norms applied are respect to others, trust, tolerance, discipline and self-confidence.

The percentage of each norm is 48.7 % respect to others, 18.9 % tolerance, 13.5 % discipline, 10.8 % trust and 8.1 % self-confidence. The highest percentage is respect to others because it can influence students' good behavior in the classroom. The writers think that the English teaching and learning process in Madrasah Aliyah Negeri 1 Kudus run well because teacher and students applied some norms (respect to others, trust, tolerance, discipline and self-confidence).

Respecting others means accepting and appreciating them as they are, even if they are different from us or we disagree with them. This includes treating others with kindness, showing empathy and compassion and avoiding being judgmental or disrespectful. Respect

is an essential part of healthy relationships, both personal and professional, and creates a positive environment in which relationships can flourish. Respecting others also means giving them breathing space without constantly forcing them and respecting their limits. Ultimately, respecting others starts with self-compassion and self-respect.

Tolerance is the ability to endure pain or hardship, or to passively allow something, especially something that one dislikes or disagrees with. It is a fair, objective and permissive attitude towards those whose opinions, beliefs, customs, racial or ethnic origins etc. differ from one's own. Tolerance is usually a conscious effort by the individual and can be a set of social or political practices and attitudes. It is also the permissible deviation from the standard, more precisely the range of variation allowed in the machining of the part to maintain certain dimensions. In addition, tolerance may refer to an organism's ability to tolerate or mitigate a substance or physiological insult, especially with repeated use or exposure

Discipline is the practice of teaching people to follow rules or a code of conduct and using punishment to correct disobedience. It can also refer to rigorous training that improves or strengthens mental abilities or moral character. Discipline is not only about punishment, but also about reinforcing positive behavior and helping people achieve meaningful goals. It is the ability to control one's behavior and actions and is essential for personal and professional success. Discipline can be taught and learned and involves the development of intentional standards and their consistent application. This also applies to self-control and controlled behavior. Discipline is important in many areas of modern society, including education, business, therapy and insurance.

Trust is a concept that can have different meanings depending on the context. Legally, a trust relationship is one in which the owner of property gives it to another person or entity, who must hold and use it exclusively for the benefit of the other. A foundation is established by the founder, who gives ownership of part or all of its assets

for the benefit of the beneficiaries. Faith can also refer to a firm belief in the character, ability, strength or truth of someone or something. It can be a person or thing that is trusted. Faith can also mean confident hope. In finance, a trust is a fiduciary arrangement that allows a third party or trustee to hold property on behalf of a beneficiary or beneficiaries. Faith can also be a verb meaning to trust or rely on something or someone. The Internal Revenue Service (IRS) defines a trust as a relationship in which one person is the owner of property unless he is obligated to hold or use the property for the benefit of another. In general, trust is a key concept in many areas of life, including personal relationships, business, finance and law. It involves trust in someone or something and can have legal and financial consequences.

Self-confidence is an attitude towards one's own skills and abilities. It means self-acceptance and self-confidence and a sense of control over life. Faith comes from the Latin word *fidere*, which means "to trust". It may not relate to a person's actual abilities, but is mostly based on perceptions that may be wrong. Low self-esteem can be the result of various experiences, such as growing up in an unfavorable and critical environment, being separated from friends or family for the first time, judging yourself too harshly or fear of failure. Here are some tips to boost your confidence :

See what you have already achieved.

Think about the things you are good at.

Set some goals. Have your say.

Get a hobby.

Don't compare yourself to others.

To be positive.

Take care of yourself

Be sure.

Remember that building confidence is an ongoing project, and it's important to practice positive self-talk and often recognize personal strengths and talents.

B. Suggestion

The suggestions of the research are as follow:

1. The teachers should apply more kinds of norm in the interaction in the class in order that students behave properly.
2. The students should show a good manner to their teachers and their friend
3. Improving the quality of attitude during communication is important for students to succeed in academic and professional life. Effective communication skills are the basis for success in many areas of life. Lack of communication is the main reason why students are unmotivated, perform poorly, and as a result drop out of school. To establish effective communication in the classroom, teachers need to create a positive dialogue between students and teachers by giving positive feedback and making students feel safe. Furthermore, educational programs should focus on developing empathy, emphasizing a positive attitude towards learning communication skills, and conducting reflective group discussions. To function well in small groups, students must communicate clearly on an intellectual and emotional level, explain their ideas, express their feelings openly but non-threateningly, and listen to others. must be able to listen carefully to the opinions of people.

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GLOSARIUM

Behavior

The range of actions and mannerisms made by individuals, organisms, systems or artificial entities in some environment.

Creative

Producing or using original and unusual ideas

Crucial

Suggests a dividing of the ways and often a test or trial involving the determination of a future course or direction.

Discipline

The practice of training people to obey rules or a code of behavior, using punishment to correct disobedience

Investigated

To observe or study by close examination and systematic inquiry.

Knowledge

A form of awareness or familiarity. It is often understood as aware-

ness of facts or as practical skills, and may also mean familiarity with objects or situations

Learning

The process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

Norms

Rule or standard of behaviour shared by members of a social group

Principles

A general or basic truth on which other truths or theories can be based.

Respect

A positive feeling or action shown towards someone or something considered important or held in high esteem or regard.

Self-confidence

It means you accept and trust yourself and have a sense of control in your life.

Tolerance

When one allows, permits, or accepts an action, idea, object, or person that one dislikes or disagrees with

NORMS

IN THE CLASSROOM INTERACTION BETWEEN

TEACHER AND STUDENTS

IN THE ENGLISH CLASS OF
SENIOR HIGH SCHOOL



Achmad Hilal Madjdi adalah Lektor Kepala di Program Studi Pendidikan Bahasa Inggris Universitas Muria Kudus (UMK), suatu perguruan tinggi swasta di Kota Kudus Jawa Tengah yang berdiri sejak tahun 1980. Pengabdianya pada dunia Pendidikan sudah dimulai sejak tahun 1982 sebagai guru Sekolah Dasar (SD) di salah satu SD di Kecamatan Kota Kabupaten Kudus. Sambil melaksanakan tugasnya sebagai Guru SD, Pak Hilal (sapaan akrabnya) menempuh Pendidikan S1 pada Program Studi di mana ia sekarang mengabdikan sebagai dosen. Kariernya sebagai dosen di UMK dimulai sejak tahun 1989 sampai sekarang, sembari melanjutkan studi S2 dan S3 pada Program Pasca Sarjana Universitas Negeri Semarang (Unnes). Beberapa tugas tambahan pernah diamanatkan kepadanya mulai dari Kepala Bagian Pengabdian Masyarakat di Lembaga Penelitian UMK, Ka Prodi Pendidikan Bahasa Inggris, Dekan dan Wakil Rektor. Beberapa hibah penelitian multi years pernah diraihinya yang kemudian diikuti dengan diseminasi hasil-hasil penelitian baik dalam Seminar Nasional maupun Internasional dan artikel- artikel dalam jurnal nasional maupun internasional.

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