

**AN ANALYSIS OF CLASSROOM INTERACTION IN TEACHING
LEARNING VOCABULARY ITEM AT THE FOURTH YEAR
OF SDIT PERMATA BUNDA BANDAR LAMPUNG**

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(Abstract)

There were many ways that can be applied in teaching and learning activity in order to make students feel excited in the class, so they did not feel any depression in the class. Classroom interaction was one of that ways. Teacher-student interaction and student-student interaction had important roles to make the teaching and learning process run successfully. By giving attention to the quality of classroom interaction, it would create appropriate learning environment that supports teaching and learning process.

This was a qualitative research which is aimed to define pattern and process of classroom interaction in teaching vocabulary at SDIT Permata Bunda Bandar Lampung and also to know how the classroom interaction fits with seven principles of classroom interaction theory by Brown.

In collecting data, the researcher employed observation and gave questionnaire to the students after class had been over. The observation had many stages. First, the researcher recorded conversation which happened in the class by using voice recorder and followed by the researcher also tried to capture the activity in the class which cannot be recorded by the voice recorder. Second, the recording result was made into dialog transcript. After that, the researcher analyzed the interaction pattern in the class by using seven of principles Brown's classroom interaction theory.

From analysis result which was obtained from the class, the researcher learnt that first; interaction pattern which appeared in the class was the interaction among teacher-student and student-student. Second, the researcher found that three principles of all seven principles of classroom interaction appeared in the class that was observed. They were intrinsic motivation, strategic investment, and risk-taking, while the four other principles; automaticity, communicative competence, interlanguage, and the language culture connection did not appeared.

Automaticity did not occur in the classroom interaction because in teaching vocabulary, the teacher focused on the form. Communicative competence, interlanguage, and the language culture connection did not occur because of the research objects were four graders of elementary school that they still mastered the basic and simple language. In general, teacher-student and student-student interactions flew actively. The teacher did not took all over the class. He gave the chance for the students to express their ideas and ask the teacher if they did not understand.