

## ABSTRAK

### STUDI TENTANG INTERAKSI KELAS DITINJAU DARI SUMBER INFORMASI DI SMK PGRI 2 GIANYAR

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Penelitian ini bertujuan untuk menganalisis penerapan kategori interaksi kelas dalam pembelajaran menulis di SMK PGRI 2 Gianyar yang ditinjau dari sumber informasi, serta memahami kendala-kendala yang ditemukan dalam penerapan interaksi multi arah dalam pembelajaran menulis di SMK PGRI 2 Gianyar yang juga ditinjau dari sumber informasi. Penelitian ini merupakan studi deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas X dan guru Bahasa Inggris yang mengajar di kelas tersebut di SMK PGRI Negeri 2 Gianyar. Data dikumpulkan melalui observasi kelas dan wawancara. Objek penelitian ini adalah interaksi yang terjadi di dalam kelas.

Hasil dari penelitian ini menunjukkan bahwa terdapat 20 kategori Sistem FLINT yang diterapkan selama tiga kali observasi. Ditinjau dari sumber informasi, proses belajar mengajar cenderung bersifat interaksi dua arah, karena guru masih mendominasi dalam proses pembelajaran. Kemudian, terdapat beberapa kendala yang ditemukan dalam penerapan interaksi multi arah. Kendala-kendala ini ditemukan selama observasi proses pembelajaran serta berdasarkan hasil wawancara.

Kendala yang ditemukan dalam observasi mencakup alokasi waktu, variasi dalam pengajaran, dan perilaku siswa selama proses pembelajaran. Sementara itu, kendala yang ditemukan dari hasil wawancara meliputi respon siswa dalam menjawab pertanyaan, tidak adanya inisiatif dari siswa saat guru menjelaskan materi, dan persepsi siswa bahwa belajar Bahasa Inggris itu terlalu sulit.

**Kata kunci:** Interaksi Kelas, Sistem FLINT, Sumber Informasi.

## ABSTRACT

### A STUDY OF CLASSROOM INTERACTION VIEWED FROM INFORMATION SOURCES AT SMK PGRI 2 GIANYAR

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This study aimed to analyze the implementation of classroom interaction categories in writing classes at SMK PGRI 2 Gianyar, viewed from information sources, as well as to understand the constraints found in implementing multi-way interaction in writing classes at SMK PGRI 2 Gianyar, also viewed from information sources. This study was a qualitative descriptive research. The subjects of this study were the tenth-grade students and the English teacher who taught the class at SMK PGRI 2 Gianyar. The data were collected through classroom observations and interviews. The object of the study was the interaction that occurred in the classroom.

The results of this study showed that there were 20 categories of the FLINT System implemented during three observation sessions. Viewed from the perspective of information sources, the teaching and learning process tended to be two-way interaction, as the teacher still dominated the classroom activities. Furthermore, several constraints were found in the implementation of multi-way interaction. These constraints were identified during classroom observations and based on interview results.

The constraints found through observation included time allocation, lack of variety in teaching methods, and student behavior during the learning process. Meanwhile, the constraints found through interviews included students' responses to questions, the absence of student initiative while the teacher explained the material, and students' perception that learning English is too difficult.

**Keywords:** Classroom Interaction, FLINT System, Information Sources.