ABSTRACT

Fajria, S.U (2021): **Student-Teacher Interaction in the Technology-Based English Lessons of Bilingual and Regular Programs in Junior High School: A Case Study**

Based on the result of UNICEF surveys in 34 provinces in Indonesia, more than 60 million students start from elementary school until senior high school implementing online learning to decrease the spread of the COVID-19 pandemics. Because of this pandemics, ordinary teaching methods should be changed to online learning or using information technology. This study focuses on the student-teacher interaction in the technology-based English lessons of bilingual and regular programs in a junior high school in eastern Bandung and the types of media as an emergency remote teaching that the teacher applied in the classroom to interact with the students.

The method of this study was a case study using a qualitative approach. The participants were an English teacher and one class from each program, the bilingual and the regular programs. The data were acquired by using classroom observation and in-depth interviews with both the teacher and the students. To collected and analyzing the data using the theory of student-teacher interaction.

The research found that the teacher applied almost the types of teacher interactions; dealing with feeling, praising and encouraging, joking, using the students' ideas, repeating students' responses, asking questions, giving information, correcting the students' answers without rejection, giving direction and criticizing the students' responses. The teacher did not criticize the students' behavior in the bilingual and regular programs. Meanwhile, the student interactions showed the specific responses, students' initiation, confusion work-oriented and non-oriented, and silence. The findings also proposed the kind of media the teacher used to interact with the students as an emergency remote teaching in technology-based English lessons.

The student-teacher interaction with each program in the bilingual and the regular are different. There is no "joking and giggling" interaction in the bilingual program between the teacher and the students. Hence, the class becomes more competitive and extremely serious. On the other hand, in the regular program "joking and giggling" have been used by the teacher and the students. Thus, the class feels more relaxed and fun. For the bilingual program students, you can enjoy your time when studying online. Then, for the regular program is better to raise the standard again, so there is no gap between the bilingual program and the regular program. The teacher should practice speaking more for the regular program.

Keywords: Student-teacher interaction, bilingual and regular programs, technology-based