

THE WORK OF SIMULTANEOUS TEACHER-STUDENT AND PEER INTERACTION IN ENGLISH LEARNING

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Abstract

The work of interaction between teacher-student and peer contact in English language acquisition was investigated in this study. This is an ex post facto study that employs a quantitative technique. In this study, students serve as members of the population. The proportionate stratified random sampling approach is used to choose a sample. A multiple regression approach is used to examine the data. The study found that the work of interaction between teacher-student and peer contact in English language acquisition is 0.285 (28.5%). The job of contact between instructor and student, as well as peer interaction, both work on students' English proficiency level. The correct relationship between teachers and students results in a conducive classroom for language acquisition. It is necessary for teachers to provide students with appropriate engagement with their surroundings in order to set up the classroom and serve the students with significant input. Members of the academic society are expected to have access to a proper teaching style in learning.

Keywords: Teacher-Student Interaction; Peer Interaction; Simultaneously; English Learning

INTRODUCTION

The motivation that emerges from enjoying and having fun in the language classroom is especially important for students, who still have many years of study ahead of them before becoming fluent. One strategy to engage young learners and instill good feelings about the language is to provide them opportunities to demonstrate what they know, both to their instructor and to their parents, by leveraging their natural ability for oral communication (Anon 2021). Students expect to be able to speak something in the target language as soon as they begin studying and may feel discouraged if they are unable to do so. Aside from motivation, there are additional advantages of speaking, and there is now a substantial body of research that supports assertions that engagement, particularly peer contact, helps language learning. Studies reveal that students may aid and encourage their partners' production, as well as seek and provide assistance and participate in communal scaffolding. It has also been proposed that peer interaction in the primary context allows learners to grapple with the target language at a more difficult level and allows them to interact with others at a similar level of cognitive and social development, thereby benefiting them socially, academically, and culturally (Amiruddin, Jannah, and Sofia 2020). Despite the fact that there is a compelling argument for the benefits of peer connection for learning, we still have limited understanding of which activities students like, how conscious they are of the tactics they use to help their partner, and what they feel they gain through oral conversation. Nonetheless, greater understanding of learners' ideas has significant advantages for both learners and teachers, as a deliberate emphasis on the learning process on the learner's side may motivate them to reflect on how they learn and help them to become more independent learners (Djiwandono 2019). Similarly, a better knowledge of how students feel they learn allows teachers to more effectively direct students' learning behaviors.

Interaction is vital in the process of learning a language. Students' language learning will improve from classroom interactions (Hashemi 2011). Maximizing interaction in language learning courses is an important component of the teacher's job as a facilitator. Interaction between students does not happen by itself, but a teacher must thoroughly analyze the lesson plan before teaching and particularly incorporate this component of interaction in the teaching plan. A competent teacher is one who understands each student's personality and interacts well with them. Aside from the form of punishment and responsibility for their obligations, the teacher must be courteous while engaging with children. Such kindness can encourage students to participate in the learning process as well as foster effective communication. When the instructor and students connect successfully, it allows the teacher to effortlessly impart content to pupils and is positively accepted by students. This is accomplished when professors and students engage effectively while learning. The instructor initiates conversations using English in learning so that students can receive and provide input from these exchanges (Amiruddin and Jannah 2022b). The relationships between teachers and students in English learning have a favorable influence on the input gained. Continuous communication might have an impact on the input. Interactions produce input, output, and feedback (Amiruddin and Jannah 2022a).

The realization of great teacher-student interaction improves students' linguistic achievement in communicating in English (Zheng and Cheng 2018). This contact occurs if the educational atmosphere encourages engagement with the second language. It is challenging to generate meaningful teacher-student interactions when the classroom setting and class composition do not promote interaction in a second language. A pleasant learning environment, respect for students, giving students responsibility, using excellent speech and the proper choice of words, clear regulations in the classroom, and the strength of the teacher-student connection all affect the occurrence of positive interaction between teacher-students (Yurtseven and Akpur 2018).

Peers are a group of people who accept them and can be trusted. Peers are children or adolescent groups who are around the same age or maturity level (Steinberger, Eshet, and Grinautsky 2021). They may have pleasure together by playing and doing activities together. They are social contexts in which people are networked and may engage with one another. Peers are the first social environment in which youngsters learn to live with others who are not members of their families. The peer group is a new group. Peers teach kids how to interact with others as well as how to behave and communicate.

Some senior high school students are nervous about engaging with their peers as well as teachers. It is evident that they are suffering when they are asked to interact (question and answer) with one another or close friends about a topic or problem. When dealing with professors and classmates, however, some muster the courage to utilize English, their second language. They have small groups where friends may practice English together. As a result, it would be intriguing to delve more into how teachers foster peer relationships and the significance of these interactions in English acquisition. The purpose of this study is to describe how educators encourage peer interaction and teacher-student interaction simultaneously in language learning.

METHOD

The study is a quantitative investigation. This study's data is in numbers, and it employs statistical analysis. This study used an ex post facto technique. This study examines the possible prior stage of the process of interaction between teacher-student and peer interaction concurrently in English language acquisition that emerges and cannot be controlled or influenced. Questions in questionnaires and exams given to students focus on the ways teachers perform the teaching process, communicating with students, asking questions, inviting students'

opinions, and so on utilizing proper interaction. Furthermore, they must address the manner in which pupils respond appropriately to instructors.

Students are among the study's participants. Students from the tenth grade, eleventh grade, and twelfth grade make up the group. There were 95 students from tenth grade, 38, eleventh grade, 31 and twelfth grade, 26. They have been chosen as the subjects for this research. The sample approach is proportional stratified random sampling. They are stratified. The number of pupils in each subgroup is proportional to their size. Each group is the same size. They have an equal number of people in each category. The subjects of the study are 95 pupils. Questioners and interviews are used to assess their degree of proficiency. Questioners and exams administered through interview are employed to acquire data. As supporting data, observations and documents are employed. The questioners are used in this study to gather information regarding the work of interaction between teacher-student and peer interaction in English language learning. Students' responses are on a Likert scale. The questioners include both positive and negative queries. Furthermore, the interviews are used to assess students' English skill levels, including fluency, accuracy, accent, vocabulary, and grammatical constructions. The purpose of observation and documentation is to discover and record data about students' actions linked to their speech style during the teaching learning process. The data was analyzed using a multiple regression approach using the computer application SPSS version 16 for Windows. Simple regression, normality, and linearity tests are performed. It summarizes and investigates the quantity connection between a single dependent variable and a number of independent factors.

This study investigates the constancy of a past experience and its link to other dependent variables. In circumstances when it is unethical to affect or change a dependent variable, I examine hypotheses about cause and action rather than conducting experiments. In the hunt, there are already independent variable(s) where a dependent variable(s) or variables have been noticed. The independent variable(s) and their possible relationship to the dependent variable(s) and its impacts are then investigated retrospectively.

RESULTS AND DISCUSSION

Results

In English language learning, questionnaires are used to collect data on interactions between instructor and student as well as peer interaction. Students respond to the questions in the questioners. The mean of the contact between instructor and student is 20,07, the median is 20, and the standard deviation is 1,625, according to the statistical descriptive statistics. According to the statistical descriptive findings of peer interaction, the mean is 12,03, the median is 12, and the standard deviation is 1,532. According to the category criteria, the work of interaction between teacher-student and peer interaction is uncommon, frequent, and extremely frequent. Calculations using the SPSS software 19 for Windows reveal that the relationship between teacher-student and peer interaction is rated as excellent. Santri communicates in English with both fellow pupils and professors.

The purpose of using an English speaking test with interviews is to provide data on the competency level of students' English learning. The statistical descriptive findings reveal that the mean is 57,86, the median is 58, and the standard deviation is 5,94. The results of the SPSS software 16 for Windows estimate reveal that pupils might cling together the habitual social contact and insufficient occupation criteria. They may have a discussion about current affairs, occupations, and relationships; they employ vocabularies, word choices, and utterances based on the context and the distance between the students and the listeners or addressee.

The normality test is used to determine if the data is distributed normally. If the test is non-significant ($P > .05$), it suggests that the sample distribution is normal; however, if the test is significant ($P < .05$), it shows that the sample distribution is non-normal. This study's normalcy test results are shown in Table 1. Linearity tests are linear if the ($P > .05$), but not if the ($P < .05$). Table 2 provides a summary of the linearity test.

Table 1. The Result of Normality Test

		Peer Interaction	The teacher-	English
N		95	95	95
Normal	Mean	20.0737	12.0316	57.8632
Parameters ^{a,b}	Std. Deviation	1.62587	1.53299	5.94140
Most Extreme	Absolute	.129	.128	.073
Differences	Positive	.129	.128	.047
	Negative	-.114	-.126	-.073
Kolmogorov-Smirnov Z		1.253	1.252	.708
Asymp. Sig. (2-tailed)		.086	.087	.698

Table 2. The Summary of Linearity Test

Variable Linearity	Probability (p)	Criteria	Explanation
X1 – Y	0, 875	0, 05	Linier
X3 – Y	0, 361	0, 05	Linier

In English language learning, there is a positive and major work of interaction between teacher-student and peer contact at the same time. Table 3 shows the results of the hypothesis's multiple regression.

Table 3. Summary of Variant Analysis of Multiple Regressions

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	946.174	2	473.087	18.349	.000 ^a
Residual	2372.047	92	25.783		
Total	3318.221	94			

Table 3 shows that sig. (p) is significant. As a result, multiple regression offers approximating the work of interaction between teacher-student and peer interaction in English language acquisition. As a result, the work of interaction between teacher-student and peer interaction in English language acquisition is beneficial and substantial. The independent variable is estimated by looking at the coefficients' variable, as shown in Table 4.

Table 4. The Coefficients' Summary

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.316	6.612		3.224	.002
Peer Interaction	1.020	.363	.279	2.813	.006
Teacher-student interaction	1.335	.385	.344	3.470	.001

Table 4's unstandardized coefficient expresses the constants $b_0 = 21.316$, $b_1 = 1.020$, and $b_2 = 1.335$. As a result, the proposed regression model may be developed.

$$\hat{Y} = 21.316 + 1.020 + 1.335$$

As a result, the predicted model is significant, and the estimate, prediction, and inferential processes can all relate to it. In Table 5, the adjusted R² score indicates the magnitude of the estimation. To obtain the modified R² score, the R² score is corrected for part of (b₀). The score reflects the type of work of interaction between teacher-student and peer interaction in English language acquisition, while the remaining 73,0% (100% - 27,0%) is due to another element.

Table 5. The Coefficients' Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.534 ^a	.285	.270	5.07771

Discussion

Based on the statistical descriptive study of linguistic contact in English between teachers-students and peer interaction, criteria of interaction between teacher-student and peer interaction occur seldom, frequently, and very frequently. Furthermore, statistical descriptive study of English proficiency level suggests that students of Madura University's English Department are competent to convey typical public requests and partial profession rations. They express their thoughts, ideas, and remarks to their instructors and peers using the appropriate speech style for the context.

Interaction with other students or teachers in a second language, such as English or Arabic, might impact input acquisition (Volkova, Tarnopolsky, and Olyinik 2019). The students get feedback while engaging with fellow students and teachers; the quantity of input received by students depends on the frequency with which they engage with fellow students and teachers. This is consistent with public opinion. When a student interacts with other pupils or the teacher, this interaction provides input (Winanta, Rochsantiningsih, and Supriyadi 2020). Input and interaction are two crucial factors in second language learning (Veteran and Nusantara 2021). Interaction is the exchange of thoughts, feelings, and ideas between two or more people who mutually influence one another. Interaction requires someone to exchange ideas and thoughts, so that both parties get new ideas which will later increase the number of ideas they have (Septiani et al. 2021). Related to language acquisition, interaction helps language acquirers to get more input from what is heard and seen from an interaction (Sawaludin, Pammu, and Sahib 2021). In addition, through interaction, language acquirers can carry out all linguistic activities that are learned or obtained from real life where all of them are places of learning.

Interaction is a negotiation of meaning. Interaction gives several possibilities for language acquirers to utilize a second language since communications are communicated and received by the language acquirer with the other person (Sabah Salman Sabbah 2018). Inter language actors' impact one another. Meaning negotiations between language speakers can help to avoid communication breakdowns. Interaction may improve the climate of communication between language learners and the other person (Rosyidah and Hikmah 2021). The negotiation of meaning that happens throughout an engagement can assist the language acquirer build his or her language (Rizky Setiawan and Wiedarti 2020).

The interaction of language acquirers impacts the learning of a second language. Language acquirers' interactions have a favorable influence on language learners' input (Rahayu and Parmawati 2020). Continuous communication might have an impact on input (Puspasari,

Serasi, and Lismayanti 2021). Interactions result in input, output, and feedback. Interaction and input are the two key players in the second language acquisition process.

Interaction is essential for second language acquisition. The exchanges carried out determine the input collected by the language acquirer. The higher the quality of the engagement of the language acquirer, the higher the quality of the input collected (Owen and Razali 2018). Interaction offers language acquirers with input on second language acquisition. Interactions between language acquirers can help them get input (Ostenda and Nestorenko 2020). Interaction stimulates language acquirers to seek additional input. Language acquirers' input is the product of discussions during an engagement (Octaviani and Purwarno 2021). Interaction, particularly implicit circumstances and classroom scenarios, is one of the supporting aspects in second language acquisition. Interactions in implicit circumstances are interactions carried out by language acquirers in informal surroundings, whereas interactions in scenarios in the classroom are interactions carried out by language acquirers in formal environments (Mourelatos 2021). Everything the language acquirer hears and sees becomes input. Interaction will boost language acquirers' input acquisition of the second language.

Furthermore, everybody who engages in a second language is a language model. Language models are persons who become references or who can influence language acquirers in second language learning (Mihai et al. 2022). Language models might include parents, instructors, and friends. Some language models can impact language acquirers in second language acquisition, whereas others have little or no effect or influence at all on language acquirers in second language learning. Nonetheless, certain language models are admired or worshiped, while others are not. Linguistic learners do not replicate language models that they detest (Larasati and Simatupang 2020).

CONCLUSION

Referring to the findings and explanations of the study, the work of interaction between teacher-student and peer interaction simultaneously in English language learning is positive and significant role between the interaction of teacher-students and peer interaction simultaneously in the English language learning. The total relationship between the two variables in the acquisition of English as the second spoken language of students is low at 0.285 (28.5%) and the remainder, namely 71.5%, is related to other variables outside of the three variables studied. When teachers provide intelligible and exciting information to the classroom, it facilitates students' input in language acquisition. It means that teachers should employ appropriate interaction to provide the correct classroom settings for students to provide meaningful input. It is advised that academic society members respond to good teaching and learning processes.

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