

LECTURER'S AND STUDENTS' TALK IN THE CLASSROOM INTERACTION OF INTERPRETIVE READING CLASS

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Abstract

The objectives of this study is to analyse the classroom interaction in Interpretive Reading Class Activities by describing its communication contents and patterns of teaching and learning interaction. This study was carried out through a case study. It was conducted in second semester students of English Education Study Program at IKIP PGRI Bojonegoro. The participant were 22 students. The data were collected through classroom observation and interview for the lecturer. The data were analyzed by using the interaction analysis system from Flanders (1970). The results showed that there were some types of interaction between the teacher and the students in the classroom, namely: questioning, accepting or using ideas of people, encouraging, directing, lecturing, and accepting the feeling. From the observation, the teacher not only used English, but also used Indonesian as a communication tool to interact with the students

Keywords: Classroom Interaction; Lecturer Talk; Students Talks; Interpretive Reading

INTRODUCTION

In educational system, improving language skills (Listening, speaking, reading, and writing) is necessary in teaching process. There are some factors which influence the successful of teaching process, that is teachers, students, the material, learning media, strategies, and of course the interaction in learning process. The interaction becomes a crucial part of the learning process. Teachers' duty in creating quality learning is to develop a positive patterns of interaction. Beside that, the teachers should create an interesting classroom atmosphere. One of the activities is providing a quality questions, and giving feedback to motivate the students to answer, ask questions or even argue (Biggers, 2018; Matra, 2014). Classroom interaction is the action performed by the teacher and the students during the teaching and learning process. Teacher and students interact each other for some reasons. Chaudron (1988) stated that interaction in the classroom includes some classroom behaviors for example turn-talking, questioning and answering, negotiating of meaning and giving feedback. There are two indications of an effective classroom interaction. First, classroom interaction gives a pleasant environment in the classroom with a good relationships between the teacher and students. Second, classroom interaction can motivates the students to become an effective speakers in a foreign language. There are some books and researches related to comprehensible input, output, and interaction in second language acquisition (Ellis, 1991; Krashen, 1989; Larsen-Freeman & Long, 1991; Mackey, Abbuhl & Gass, 2012; Swain, 2000) have given great benefactions for language teaching and learning. Meanwhile, the researches which dealt with teacher and students talk, students reply and give feedbacks, also called as a classroom discourse, has been widely published and discussed among language teachers/educators/lecturers, researchers and experts (Liskinasih, 2016; Maolida, 2013; Roostini, 2011; Walsh, 2011)

Meng (2011) stated that verbal and non-verbal languages should be delivered by the teacher in learning process. Therefore in the classroom interaction also included verbal and non-verbal interaction. Verbal interaction means interaction in the form of written and oral. Then, non-verbal interaction means classroom behavioral feedback without using any words such as gestures, nodding their head, raising their hand and so on. Furthermore, a fortunate interaction may encourage the involvement between teacher and student, increase learning, and stimulate the students. Crago in (1997) stated that when the teacher and students collaborate to accomplish the goals, share stories, and adhere to curriculum requirements, the teacher and students also build upon one another's communicative behavior. Whatever objective they bring into the classroom, the teacher and the students work together to create the final result, managing both interaction and learning (Allwright, 1984, cited in Zhang 2012).

Also, learners will learn much more effectively when they are actively involved in the classroom activities. By participating in classroom activities and taking turns, the students can improve their language skills. Those who are passive in the classroom, however, will have a harder time picking up new languages. It is obvious that for there to be excellent interaction in the classroom, both the teacher and the students must take an active role. They should participate fully in any communication activities or classroom engagement. Because of this, the effectiveness of the teaching and learning process in the classroom is largely decided by how actively the teacher and students interact with one another. Brown (2000) stated interpersonal interaction is the cooperation exchange of ideas, emotions, or thoughts between two or more individuals that has a reciprocal impact on both parties. In order to achieve communication, interaction involves not only one side but also at least two individuals who send and receive messages. It is in line with Wagner (1994) who claims that interactions involve at least two things and two actions and are reciprocal. As these things and occurrences naturally affect one another, there is interaction.

The activities in the classroom that use a communicative approach require interaction between the teacher and the students. This exchange will keep the conversation flowing in the classroom. To ensure that the students understand the content properly, the teacher may choose a topic and assign the necessary materials, give instructions, solicit comments, from the class, decide who will participate in teaching and learning activities, and so on. The teacher may inspire the students to talk about their own experiences by sharing personal ones with them. A good proportion of conversation may effectively and efficiently encourage interaction, therefore the quantity of instructor and students speak should be balanced or the amount of students talk should be more predominant. The instructor or teacher may not be allowed to dominate the class during the teaching and learning process since teacher speak and students discussion are crucial components that establish the classroom interaction. Instruction will be effective when there is interaction between the teacher, students and pupils. Thus, the distance between the teacher and the students will close. According to Cullen (1998) a competent teacher should not talk too much because doing so may prevent students from having their say. So, pupils will also take part in the teaching process in addition to the teacher, who will talk actively in the class.

The objective of interaction is to enable the sharing of information and avoid communication breakdowns. The interaction in the classroom is analyzed in the current study utilizing an interaction analysis system. The expert categories every sort of interaction into a few different groups: accepting feelings, praising or encouraging, accepting student ideas, asking questions, lecturing, giving instruction, criticizing, replying, starting, and silence or perplexity. The teacher and the students involved in the teaching and learning process should be able to use this research as a tool for reflection and evaluation.

The same field has been the subject of numerous studies, the majority of which were done in normal and English classes. For instance, Sundari (2017) looked into how students interacted in the classroom while learning English as a foreign language in a lower secondary school in

Indonesia. The study's goal was to gain a thorough understanding of classroom interaction in a foreign language situation. Several interactional dimensions were defined during a classroom interaction. interaction practices, teacher and students factors, learning objectives, materials, classroom context, and external contexts surrounding the interaction practices are just a few examples of interrelated aspects that might help make it easier to understand. The goal of the language classroom interaction development is particularly to provide in-depth explanations of how interaction substantially occurs and what influences it in gforeign language classrooms at lower secondary schools from the teachers' perspective.

According to Chai (2015), there are a few different ways to engage students in the classroom, including quizzes between teachers and students or between students, keeping an eye on them, attending to their emotional needs, holding multiple rounds of dialogue at the right times, and letting them participate in decision-making. Democratic education and implementation are necessary before democracy can be built. Classroom interaction, which is essential to democratic education and the development of creative skills, is one of the most effective democratic education methods.

Rahayuningsih, Saleh, and Fitriati (2019) conducted a research entitled the implementation of civility methods in teacher-student interactions in EFL classrooms. According to the findings, classroom interactions were marked by good politeness, negative politeness, and off-record behavior. They added that good manners are crucial for preserving relationships and fostering a welcoming environment in EFL classrooms. Next report from Kurniawan and Fitriati (2017), they conducted a manifestation of teachers; inquires to learn more about students' Englsih-related cognitive domains during classroom interaction. all of the questioning strategies- redirection, probing, prompting, waiting, and rephrasing-were employed by the teachers. Although the majority of the questions that the teachers ask are low level, they have made an effort to include more high level questions.

The classroom management abilities of kindergarten teachers were examined by Agbaria (2021) in relation to emotional intelligence and self-efficacy. The results support the idea that teachers' own resources play a role in predicting classroom abilities among kindergarten teachers. Beyond that, it helps kindergarten teachers understand the significance of the connection between emotional intelligence, self-efficacy, and classroom management skills in an effort to support the effectiveness of their work and to guide them through the application of future programs to give of their best, in order to benefit their work and to experience doing their job as effectively as possible. Code-switching was used by Hanafiah, Mono, and Yusuf (2021) in the interaction between lecturers and students during the thesis assessment. It is evident that intra-sentential, inter-setential, and tag switching are actualized in the data in terms of the categories. Intra-setential switching is the most common type. The interactants use of the eleven code-switching functions includes amusing, translating, stressing, drawing inferences, clarifying, elaborating, questioning, confirming understanding, providing feedback, fostering discussion, and repeating. So, it is difficult for professors and students in the thesis evaluation process of the graduate English program at Universitas Sumatera Utara to refrain from using code-switching throughout their interactions. Despite the requirement to communicate in full English, code-switching is nevertheless employed to maintain the interaction's continuity and fluidity and to make sure that the messages can be understood.

Moreover, Fadilah, Widiati, and Latief (2019) reported on how to read dynamic patterns of silence as a communication tactic and a barrier to interaction in an EFL classroom. The study's findings suggest two things: (1) participants' dynamic classroom trajectory patterns explain how the factors underpinning students' quiet differ depending on their archetypes, and (2) the signature dynamics predicted manifest and distinguish the two ideas of silence. In their 2012 study, Liu and Zhu sought to understand and analyze the phenomena of teacher talk duration, questioning style, and feedback style. The naturalistic approach to inquiry was used to look into

student interaction in class talk. Liu and Zhu (2012) discovered that while one-way communication predominated in class, class activities lacked genuine communication information, and real meaning negotiation was unsuccessful despite the communicative strategy and classroom interaction being strongly supported.

In a study titled "Teacher's Language Input for Recognizing the Cognitive Abilities of Autism Student in Classroom Interaction" by Andarwulan et al. in 2021. The findings demonstrated that teachers' use of interrogative speech actions, such as representational, directive, expressive, and commissive during the teaching and learning process can help identify the cognitive capacities of autistic students. The cognitive level is utilized to identify the language input variations from the teacher. In addition, memorizing, comprehending, applying, and analyzing abilities are developed with criteria for students A and B in the medium category, and G in the low category, in order to enhance students' cognitive skill based on instructor language input. Using interaction analysis techniques from Flanders, this study thoroughly investigated the types of student and teacher conversation (1970). The interaction analysis systems were classified into many categories by Flanders (1970), including accepting feelings, praising or encouraging, accepting using the student's ideas, asking questions, lecturing, giving instructions, criticizing, reacting, initiating, and silence or bewilderment. It is anticipated that this research will be useful as a tool for reflection and evaluation for both the instructor and the students throughout the teaching and learning process.

METHOD

This study was designed using a qualitative methodology. Discourse analysis was utilized by the researcher to examine the interactions that took place in the classroom. Teacher and student utterances, including words, phrases, and sentences, serve as the analytical unit. The researcher used classroom observation as a method of data collection. The goal of qualitative research was to provide a comprehensive, in-depth description of the empirical reality underlying the phenomenon. The primary goal of this study, which used classroom observation as a method of data collection, was to gather and compile the fundamental information. The relationship between the teacher and students in the classroom, for example, was described. The study's instrument originated in Flanders (1970).

RESULTS AND DISCUSSION

Results

1. The teacher and students type used in the classroom

The researcher discovered two forms of use by the teacher and students in the classroom based on observation. The categories included:

a. Teacher addresses the entire class

The researcher discovered that speaking to the entire class is one sort of classroom engagement after analyzing the observation. The study pinpointed the teacher's statements that were made during the learning process.

1. Encouraging or supports

When the teacher addresses the entire class, encouragement or praise are most common. By responding "OK," "Have you all finished the reading?" the teacher showed appreciation for the students. Also, the teacher used phrases like "you are good."

2. Recognizing emotion

That happens at the beginning and end of class when accepting feelings. "Assalamuialaikum, Wr. Wb," the teacher greeted the class. "How are you doing?" and "Good morning, class."

3. Questioning
As the teacher addresses the entire class, questions were frequently raised. Both questions that were pertinent to the issue and questions that were not relevant existed. The illustration is in reference to the question, "Have you finished?" Where are your buddies, in unrelated conversation, is another question.
 4. Accepting or utilizing students' suggestions
The teacher attempted to estimate the verb form and changed sentences while accepting or utilizing the ideas of the students. While some students were accurate, others were mistaken. The teacher then revealed the right response.
 5. Directing
By stating a few sentences, the teacher provided instructions pertaining to the class task. Please write the questions in your book, for instance, or open to page 34.
 6. Lecturing
Lecturing are when the teacher writes the topic or content on the board to explain it to the class. Also, it happened when the teacher was explaining the challenging vocabulary.
- b. The teacher addresses each student individually.

Based on the observation, the researcher concluded that one sort of classroom interaction is when a teacher speaks to a specific student. Three criteria were used to categorize this type:

1. Responding
The initial response given when a teacher questioned a student about a certain subject. Have you finished practice 3 yet, Deshinta? asked the teacher.
Not yet, Ma'am. She answered.
The second response is unrelated to the subject.
Anton, where is your chairman? asked the teacher.
"Mam," I said, "the chairman is still in the canteen." Anton answered.
2. Initiating
The act of starting a conversation occurs when students speak up to express their own thoughts, opinions, feelings, and reactions to the teacher. initiating engagement or offering feedback on the lesson's subject. For instance, Madam, how about practice 7?" the pupil enquired.
Well, you have to read the sentence and identify each paragraph's primary concept. the teacher said.
3. Silencing or confusing
There are breaks in conversation and times of silence without verbal exchange. As the teacher questioned Fahri, "Any question?" it took place.
"No response"
Only remaining silent, the student..

2. The language used in the class

Based on the observation, the researcher concluded that the teacher primarily used the English language to interact with the pupils in the classroom. To ensure that students understood, however, the teacher and students occasionally spoke Indonesian. The teacher must be sufficiently fluent in the target language in order to create interactions with the students. One requirement for a language teacher is language proficiency. It affects the teacher's interactions with the students on the one hand.. According to Kang's (2013) research, children imitate and utilize English more in the classroom the more the

teacher uses it. Due to their competence, teachers can encourage their pupils to engage in conversational engagement in the classroom (Consolo, 2006). On the other hand, student interaction may be significantly influenced by this element. Students' degree of competence, character, intelligence, confidence, and motivation are factors that may affect how they engage with others in the class and communicate with them.

From the observation, it showed that asking questions as the mostly used by the teacher than the other categories. According to Gall (1984), more than half of the time in certain classrooms is spent in question-and-answer sessions. The teacher can receive useful input from the kids by asking a few questions. It means that the more teacher's questions, the more interactions from the students.

Discussion

According to several studies, praise and other forms of reward are significantly more potent motivators of behavior change than punishment (Wheldall & Merret, 1987). According to Brown (2001), encouraging students is meant to boost their confidence by assuring them that their responses are accurate, while praising them is meant to let them know what they said or did was valued. Since practice makes perfect, active learners can successfully pick up the target language.

The results of the current study also showed that the control, direction, management, facilitation, and resource roles were those most frequently played by teachers. It is evident from the significant amount of delivering instructions, questioning, lecturing, paraphrasing student responses, and rewarding and motivating students that the teachers used to direct the conversation. According to Brown (2000) and Dagarin (2004), "teacher's directions is the largest percentage, it is needed since the students need guidance in their learning process," the duties of instructors are backed by these two authors. Without the teacher's instructions, the students may get perplexed and unsure of what to do next. The teacher's ability to formulate instructions clearly is the single most crucial factor in determining how well children learn. According to Brown (2000) and Dagarin (2004), "the functions of the teacher as controller, director, manager, facilitator, and resource" were discussed in the preceding chapter. The instructor explained that the pupils needed instructions in order to participate in the teaching and learning activity.

It might be argued that all forms of teacher conversation are crucial to students' learning in the classroom. Nunan (1991) states that "teacher speak has essential value not only for the structure of the classroom but also for the process of the acquisition," which is in support of this statement. The teacher's methods of instruction are very different from those used in a regular classroom; instead of standing or sitting in front of a desk, the teacher spends most of his or her time lecturing and delivering instructions, while the students' roles are to passively sit and listen. However, Brown (2001) advises against having teacher discourse take up the majority of class time, as this will likely prevent teachers from giving students ample opportunity to converse.

The teacher's inquiries also have implications for the drive of his or her pupils. The benefit of student talks is that they enable students to interact with one another while learning and exchanging information (Moore, 2008). However, the pupils still require the teacher's help in order to master their target language. Students can then actively engage in the teaching and learning process by doing this. The importance of social interaction as a tool for individual development, which a kid can use with an adult's assistance and through which they can engage and learn (Vygotsky, 1978, cited in Donato, 1994). It implies that in order to provide the opportunity for an engaging relationship, adults or teachers are still required in this situation.

Due to the students' active participation in the teaching and learning process, the teacher does not completely dominate the patterns of interaction. The instructor places a strong emphasis on

being student-centered and makes extensive use of practical activities, group projects, peer projects, individual projects, projects, and discussions to engage students and promote active participation. This study's patterns of interaction occur between teacher and student or student and student during the teaching and learning process. According to Brown (2000), "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more individuals, resulting in a reciprocal influence on each other," this outcome is comparable to his statement. The word "interaction" connotes an action-reaction or a two-way impact that can occur between individuals (such as student-student or teacher-student) or between an individual and a group (such as teacher-audience) or between materials and individuals (Biddle, 1967, cited in Sadeghi et al., 2012).

One example of how this may be done is through learner-centered activities like group work, which requires students to communicate to each other impromptu, ask each other questions, and react naturally. As part of the group work pattern, the students are assigned a group task to complete learning activities including games and tasks from books. Meng and Wang (2011), who make this claim in support of it, claim that "group work activities are an effective method to replace the typical instructor discussion that dominates the class." In addition, according to Jones (2007), "students chat more, share their ideas, learn from each other, get more involved, feel more confident and less anxious, and like using English to communicate" when they collaborate in English. It supports the claim made by Lightbown and Spada (1999) that "students create not only a bigger amount but also a greater range of language functions, such as disputing, hypothesizing, requesting, clarifying, and defining."

CONCLUSION

To sum up, there are a few different ways that teachers and students interact in the classroom, including asking, accepting or using students' ideas, encouraging, directing, lecturing, and accepting feelings. According to the observation, the teacher interacted with the students using both Indonesian and English as a communication tool.

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