

TEACHER-STUDENTS CLASSROOM INTERACTION IN TEACHING AND LEARNING ENGLISH

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Abstract

This study attempts to expound on the interactions that take place in the classroom between seventh-grade students and English teacher. This study was taken place in SMP Negeri Satu Atap 1 Sawan. A descriptive qualitative study on teacher and student interactions was used in this reasearch. Several data collection procedures were followed in order to analyze the data. To collect the data, the researchers conducted interviews, field notes, and observation. The classroom interactions were observed by the researcher to know the interactions between the teacher and the students (as the participants) in teaching and learning English. The findings demonstrated how the instructor actively engaged the students in the process of learning. Because the students cooperated in joining the lesson and the teacher used a teaching strategy to make the content easier to learn, the activities in the classroom went off without a hitch. The majority of the interactions, it was discovered, were arranged by the teacher. Finding the right teaching strategy and approach is crucial if you want your students to become more confident in their ability to strike up conversations. In addition, the instructor needs to practice effective time management while using a certain teaching strategy.

Keywords: Classroom Interaction; Teaching and Learning; English Class

INTRODUCTION

The amount of focus on teacher-student interactions in the classroom has been increasing towards the curriculum of MBKM . Classroom interaction is thought to be a means of observing the objective evaluation of teacher-student performance in the classroom as well as the study of successful instruction (Tsui, 2008). The physical surroundings, the students' social and cultural origins, and their psychological makeup all have an impact on this process. This demonstrates that every activity in the teaching-learning process will display different outcomes of the dialogue that takes place between teachers and students.

The assumption that teachers have important duties in putting instructional strategies into practice in the classroom has been validated by a variety of research types. A variety of teaching and learning techniques will be used in the process of teaching and learning. The phases allude to the formation of teaching-learning processes. An approach is the term for the process (Arora, 2017). The following are a few types of approaches that are employed in educational settings: multimedia, genre-based, management, and evaluation. To support the activities in the classroom, teachers must have designated duties. Additionally, (Astuti, 2016) finds the significance of a teacher's position in the teaching-learning process. According to the study, students cited their teacher as the primary factor that makes studying in the classroom engaging. Later on, it was clarified that the teacher's attitude, a classroom environment that is helpful, the value of English, a variety of learning tools and activities, and the teacher's encouraging feedback are some other elements that affect students' drive to study.

Although many schools teach English in elementary school, it is taught formally in Indonesia from the first year of junior high school through the university level. The majority of English teachers in Indonesia frequently choose to use the textbooks, CDs, and DVDs that are currently on the market and in bookshops as their students' instructional resources. Few educators create their lesson plans with their students' learning objectives in mind (Harsono, 2017). This scenario demonstrates how difficult it can be for English teachers to create appropriate EFL learning materials that take into account changing circumstances and learning objectives. For English language learners to succeed in the classroom and for teachers to engage their students and enhance their learning, the caliber and accessibility of instructional resources are critical (Barone & Xu, 2008). Just as important as the instructional tactics teachers use in the classroom are the materials they choose to use to help English language learners improve their literacy and language skills.

Numerous academics have examined how teachers carry out the teaching and learning process in the classroom. Flanders' Interaction Analysis Categories is one of the frequently utilized tools (FIAC). It divides classroom conversation into two categories: student speak and instructor talk (Bureković et al., 2023). There are two types for teacher talk: direct influence and indirect influence. In the meantime, reaction and initiation are included in student discourse (Richard, 2003 ; Kern, 2023). Asking questions, praising or encouraging others, accepting students' views, and tolerating sentiments are all examples of indirect influence. Conversely, direct influence entails delivering instructions, lecturing, and defending or criticizing authority. In addition, there is perplexity or silence that is introduced during teacher-student contact in the classroom.

Many studies have examined the interaction between students and teachers as they learn English. According to Sundari et al. (2017), teachers do not adhere to the IRF framework to the letter when interacting and talking with students in the classroom. It was discovered that at least three changed IRF structures related to the patterns of interaction in language schools. The most typical sequence in the classroom is the teacher speaking to the entire group, followed by student responses. The second pattern involves the teacher recommending particular students to each student on an individual basis. The expected and targeted responses from the students were either nonverbal or showed bewilderment. Last but not least, teachers assign students to work in groups or in pairs so they can connect and converse.

Additionally, Huriyah & Agustiani (2018) looked at how teachers and students interact in the classroom. The study's findings support the notion that the instructor controlled the majority of the class. During teaching-learning activities, the teacher was speaking but the kids were not as engaged. During student conversation time, questions and lectures from the teachers were generally addressed. Instead of using indirect influence, teachers influenced their students more directly. The students participate in the classroom interaction asked by the English teacher by asking questions and the the teacher was also encouraging them to talk. A positive environment also provided by the teacher because the teacher made the students comfortable to learn English (Nurlaily & Sally, 2020). Additionally, there was an imbalance in the vocabulary that teachers and students used in the classroom. It was demonstrated that the instructor explained the content more in Indonesian than in English. In light of the results, it is advised that educators maximize student interactions to foster a lively and engaging learning environment. In the context of an English lesson, teachers should hone their fundamental conversation management abilities as well as their tactics for asking pertinent questions and providing constructive criticism to students.

Sagita (2018) examines the interactions between the English teacher and students at SMPN 2 Sindang. A FIAC (Flanders Interaction Analysis Category) and an interview were employed in the study. The findings showed that the instructor was more engaged than the students. 56.4% of the discourse was from teachers. It was said that the instructor did not provide the students

an opportunity to actively engage in classroom discussion. It was proposed that by providing opportunities for the students to initiate the contacts, the teacher recognizes her role as a facilitator.

Over time, improved student accomplishment and increased comfort with learning can be achieved through engaging instructional materials, effective teaching techniques, and positive student-teacher interactions. According to Suryati (2015), interactions in the classroom are still dominated by the teachers. The findings of the classroom observation revealed that teachers' prolonged turns, their queries, and their demonstration of students' answers were among the few interaction tactics that were illustrated. As a result, students did not participate as much in interesting class activities. As a result, key elements of both inside and outside of the classroom activities must be emphasized.

It is undeniable that Indonesia is close to Singapore and Malaysia as well as other ASEAN nations. It is indisputable that schools there are expected to maximize their students' proficiency in English. It is anticipated that schools would improve students English proficiency by offering engaging and encouraging curricula. In addition to putting instructional strategies into practice, teachers also need to provide appropriate learning resources. The purpose of this study was to characterize the teacher-student interactions that take place in the seventh grade. Through observation, the interactions between the students and an English teacher were examined. In order to complete the data from the observation, interviews were also done. It is anticipated that the study's findings would offer details about a teacher and students, which will subsequently inspire better classroom management in English.

METHOD

Research Design

In order to provide a precise account of the interactions that take place in the classroom between an English teacher and her students, a descriptive qualitative research approach was used for this study. In order to gather data for the qualitative study, researchers will continue to document and take notes on the activities (Ary & Jacobs, 2010). They must also maintain the collected data's organization. The material includes contextual descriptions, data gathering methods, the subject or samples of the observed individuals, the selection procedure, and other characteristics. The researchers chose to take a qualitative approach to this investigation since the data they needed explained human behavior in a natural environment.

Research Participants

The seventh-grade students at SMP Negeri 1 Atap 1 Sawan during the 2023/2024 academic year were the study's subjects. The scene was the odd-semester of English class given by a male English teacher. Interviews and field notes from observations were used to gather the study's data. In order to understand how the teacher and the students (as the participants) engaged in English, the classroom interactions were observed. Additional information was added to the descriptive report using the field remark as well. Furthermore, an interview was conducted subsequent to the observation to ascertain the teacher's and students' comprehension, convictions, viewpoints, and encounters with English language acquisition, which are evident in the classroom observation.

Data Collections Technique

The procedures for gathering data were followed in multiple steps. The researchers first finished off a few administrative tasks, such as obtaining authorization to gather data at the institution. The researchers met with the English teacher as soon as permission was granted to discuss the goals of the study and to request permission to conduct the observation procedure. The majority

of the study's data came from observation results and were collected as words from the fieldnotes. The teacher-student interaction data in the classroom were the ones to be analyzed in this study.

Data Analysis Technique

The researchers immediately examined the data they had collected from the research devices they had utilized for this study. To understand the outcomes, a qualitative description of the data was given. By combining data from the observation, field notes, and interview, the researchers are able to create a summary. Its purpose was to confirm the solutions to research challenges. As a result, the researchers are able to draw conclusions regarding the interactions that take place between the teacher and students at SMP Negeri 1 Atap 1 Sawan.

RESULTS AND DISCUSSION

Results

1. Classroom Activities

The English teacher at SMP Negeri Satu Atap 1 Sawan taught English in the classroom using Genre-based Approach. The teacher decided on a Genre-based Approach since it would make the material easier and more successful for the students to understand. As the instructor pointed out, he only used three of the four genre-based approach phases. Occasionally, the instructor would just use the first three steps: Modeling of the Text (MOT), Building Knowledge of the Field (BKOF), and either Joint Construction of the Text (JCOT) or Independent Construction of the Text (ICOT). Although the instructor stated that it required more time to apply every step, there were instances when the allotted time for instruction was insufficient.

The English teacher at SMP Negeri Satu Atap 1 Sawan used a Genre-based method when instructing the students. Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) are the two or three steps of a genre-based approach that he employed. In the classroom activity, the teacher used all stages. However, the teacher did not use them all. Occasionally, the teacher would just use the three phases: Joint Construction of the Text (JCOT), Modeling of the Text (MOT), and Building Knowledge of the Field (BKOF). Because it was simpler and more efficient to help students understand the lesson material, the teacher employed a genre-based approach.

Additionally, the teacher welcomed the class and started the conversation. The teacher would then begin with a number of activities led by the teacher. The teacher reviewed the pertinent questions from the prior meeting and inquired about the assignments completed by the students. The purpose of those activities was to draw the kids in, capture their interest, and help them understand the lesson right away.

The teacher went into detail, went over the learning goals, and described the final exam that the students would take at the start and finish of the session. It sought to highlight the significance of the subject and the instructional materials that were presented to the students. Teachers used a variety of activities in the classroom to get the students' interested. The Building Knowledge of the Field (BKOF) level involved a series of questions and answers, an explanation, and a graphic or text description. Students were given text models by the teacher during the Modeling of Text (MOT) stage. Creating a group at the Join Construction of Text (JCOT) stage was its goal. At last, the work was assigned at the Independent of the Text (ICOT) stage by the teacher.

The teacher used the steps of the genre-based method, however it was insufficient to help the students' English skill. Naturally, the underutilized implementation had an impact on this. According to the teacher during the interview, it was because there was not enough time for learning to cover every step. Teacher continued by saying that he still intended to modify the time frame in order to apply the strategy according to the content or learning topic.

Students' English skill did not improve despite the teacher's implementation of the stages of the genre-based approach. Naturally, this was impacted by the underutilized implementation. Based on the interview, the instructor stated that it was because students did not have enough time to complete all of the learning objectives. Teacher continued by saying that, by varying the period, teacher still intended to use the strategy in accordance with the content or learning issue.

The task in the aforementioned MOT was completed by the teacher by giving a model of tenses. On the other hand, the teacher instructed the students to take notes while using his notebook as a textbook. The absence of student participation at the start of the course was produced by this kind of activity. However, it was subsequently demonstrated that the students engaged in responding to the teacher's questions and providing comments.

2. Classroom Interactions

All students were given opportunities by the teacher, which encouraged their participation and active engagement in the session. Typically, the teacher posed inquiries to engage the learners in the process of learning. The instructor opened the class by inquiring about their last lesson and outlining the subject for that particular day. It was frequently discovered that he enjoyed posing haphazard queries to the students. The teacher stated that he always wanted the replies or comments from the students after presenting the subject since it let him determine whether or not the students comprehended it. He would gradually re-explain the content if he thought there was a pupil who was still confused. Students remained interested in the classroom activity when they interacted like this.

At SMP Negeri Satu Atap 1 Sawan, the teacher performed well when leading a learning process. First of all, the teacher acknowledged any queries, comments, or responses from the students. The pupils responded to the teacher's talks and were able to express their ideas. Some students went so far as to urge the teacher to reiterate a lesson he had already given. Throughout the course, the instructor also demonstrated encouragement and praise. Every time a student was able to respond to a question posed by the teacher, the teacher would remark something like "That's Great!", "Great Answer!", "Excellent!" "Good Answer!", "Good Job!" or "That's correct." Even when students could not provide an accurate response, the teacher would always be grateful for their efforts. In addition to accepting the students' opinions, the teacher interpreted and clarified what the students said so that others might comprehend the conclusion.

Because the teacher frequently started conversations, the teacher mostly explained the content during teaching. But then came the students responses, which may be queries or comments. Because the teacher gave the students opportunities frequently, the students still had opportunities to actively participate in the learning process. The students responded to the teacher's explanation and were actively involved in their learning process. The teacher also gave the students assignments or discussion topics to work on. The fact that the teacher enjoyed delivering humorous anecdotes and created a more welcoming environment in the classroom made it evident that the students enjoyed studying from him. The students always paid attention and performed well, therefore there was no bad behavior on their part. Because of this, the teacher never warned the class to be quiet.

Discussion

The results showed that everything in the classroom went smoothly according to plan. One strategy the teacher used to help the students understand the lesson and material more quickly was a genre-based approach. The teacher claimed that he did not have enough time to fully utilize all of the teaching approach's stages, thus there was still room for improvement in the way it was implemented. This study demonstrated that since teaching materials were the most important component of teaching English, they should be provided in a full and high-quality manner (Barone & Xu, 2008). After the teaching process was complete, it was the teacher's responsibility to ensure that the learning objectives and results have been fulfilled.

According to the observation results, there were interactions between the English teacher and the students in the classroom. The teacher asks questions and provides explanations, and the students can respond by giving their thoughts. This was how the students have participated in the learning process. Positive student feedback was also given to the teacher, who consistently encourages kids to speak up. Because the teacher never passes judgment on students beliefs or responses as long as they behave well, the students felt comfortable sharing their thoughts.

It was discovered from the teacher's discourse that teacher demonstrated all of them except for critiquing or defending the performance of the students when they displayed good performance. Nonetheless, it was evident that the teacher was in charge of the conversation. The teacher mostly gave the students instructions on the work and described the content. Due to his frequent questioning of the students, the teacher started the majority of the exchanges. Following the opportunity for student input, the teacher offered his congratulations. This discovery aligns with the findings of (Sagita, 2018). 56.4% of the class time was accounted for by the teacher's dominant speech, according to the research. Still, the students did a commendable job of contributing to the establishment of the classroom interaction that mirrored the findings of this study.

This study provided more details about the interactions that took place in the classroom between teachers and students, in contrast to the findings of research conducted by Sundari et al. (2017), which focused on patterns of teacher and student interactions. Fascinatingly, the study's findings demonstrated how interactions between the English teacher and the students both individually and as a class were similar to the outcomes. The way the teacher accepted each student's suggestions and offered praise to them all said something about their connection. Additionally, when the teacher provided opportunities for conversation and self-talk, all of the students engaged in interaction.

CONCLUSION

Thus, it can be concluded that by posing questions and promoting discussion, the English teacher of SMP Negeri Satu Atap 1 Sawan was successful in getting the seventh grade students involved in class discussion. Because the teacher helped the students feel at ease while learning English, the teacher also contributed to the cheerful atmosphere. The teacher made an attempt to link the lesson's content to the learning activities by implementing a genre-based approach. But there is still room for development in a number of areas, chief among them being time management. To improve the effectiveness of the learning process, it is advised that the instructor experiment with different teaching strategies. Additionally, since the instructor must still start the conversation in the classroom, it is imperative to devise a workable strategy for encouraging student initiative.

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