

AN ANALYSIS OF CLASSROOM INTERACTION ON EFL STUDENTS

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Abstract

This study aims to determine the nature of classroom interaction carried out by the pre-service teacher and class VII students at SMP Negeri 2 Tejakula. The theories used are Malamah-Thomas (1987) and the IRF classroom pattern. It is qualitative with case studies. The instrument in this study was a video recording of the learning process, which was analyzed using naturalistic observations and document analysis. Based on the research, it was found that the teacher and students did several types of classroom interaction, such as teacher speaking to the whole class, teacher speaking to an individual, teacher speaking to a group of students, student speaking to teacher, student speaking to another student, student speaking to group members, and student speaking to the whole class. Based on the IRF classroom pattern, the most dominant pattern is IRF (complete pattern).

Keywords: *Classroom interaction; Malamah-Thomas, (1987); IRF classroom pattern.*

Introduction

In human contact, language serves as a means of communication. As part of the interaction, the delivery of a language is divided into two, namely spoken and written. Both of these things can happen in various activities of human life. One of the interactions that occur in the field of education. In the field of education, interactions occur between the teacher and students during learning activities (Dewi, I. R., & Anwar, 2018). There are several factors that influence success during the learning process, such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (Harmer, 2001 cited in Afriyanto, H. Harahap, A., & Azwandi, 2017). Of these several factors, a teacher has an important role in interaction during learning. Today's teacher serves as facilitators or collaborators rather than acting as the focal point of the classroom. Instead of exerting control, they give pupils freedom and flexibility (Harismayanti, I., Putra, I. N. A. J., & Santosa, 2020). If the teacher providing feedback during the learning process is effective, students will respond well during learning activities.

Classroom interaction is an important part of the teaching and learning process. According to (Dagarin, 2004), classroom interaction consists of two

processes that occur between participants in the language process; the teacher influences the participants and vice versa. Students need adequate, challenging, and relevant learning in order to improve their English learning process (Putra, I. N. A. J., Nitiasih, P. K., Adnyayanti, N. L. P. E., & Budiarta, 2021). This suggests that classroom interaction is something to take into account Classroom interaction involves all aspects of activities carried out by the teacher and students during the learning process (Ashari, E., & Shalehodin, 2018). These aspects include feelings and thoughts between teacher and student and between students with other students. Classroom interaction helps students learn their abilities through exchanging information with the teacher or between students and other students (Hanum, 2017). In addition, through this classroom interaction, a teacher can explore students' abilities. There are students who are active and some who are passive. From these two things, a teacher can find the right solution for the student.

A classroom interaction analysis is an analysis of the interactions carried out by the teacher and students during the learning process (Husna, A. H., Hartono, R., & Sofwan, 2015). Some examples of research on classroom interaction analysis are research conducted by (Nisa, 2014) with the title Classroom Interaction Analysis in Indonesian EFL Speaking Class. This study uses the theory of FLINT (Foreign Language Interaction) and types of classroom interaction from Malamah-Thomas' (1987) frameworks. The findings revealed that both teachers and students applied all the categories of talk as mentioned in the FLINT system and classroom interaction types. In addition to research conducted by the Journal of Afriyanto, H. Harahap, A., & Azwandi, (2017) with the title An Analysis of Interactional Patterns Between Teacher and Student in Sman 1 Curup Kota. This study analyzed the interaction patterns and types of actions used by teachers and students to see the ideal classroom pattern.

Wibowo (2017) did more research at the University of Nusantara PGRI Kediri under the title Classroom Interaction Analysis in Speaking Class. The purpose of this study is to look into the different types of instructor talk, student speech, and the different types of class interaction that are used throughout speaking class. This study uses FLINT (Foreign Language Interaction) developed by Moscovitz (1971) and the types of class interactions in the Malamah-Thomas' (1987) framework. The results demonstrated that both teacher and students used all of the FLINT system's speech categories and forms of classroom interactions. Another study was also conducted by Rustandi (2017) with the title Analysis of IRF (Initiation-Response-Feedback) On Classroom Interaction in an EFL Speaking Class. The purpose of this study is to evaluate the dominant sequence between I, R, and F in the IRF (Initiation-Response Feedback) reflection in the speaking class. The results showed that students' responses became the dominant order of IRF in the speaking class.

On this occasion, the researcher examines classroom interaction analysis at SMP Negeri 2 Tejakula. The data was analyzed using Malamah-Thomas (1987)

frameworks and the IRF classroom pattern. IRF is a class of interaction patterns discovered by Sinclair, J. and Coulthard (1975), which stands for Initiation, Response, and Feedback. Initiation is a movement in which the teacher initiates interaction to get a response from students. The response is the student's response to the teacher, and the feedback is the feedback given by the teacher to the student. According to Malamah-Thomas (1987), the types of classroom interaction are the teacher speaking to the whole class, the teacher speaking to an individual, the teacher speaking to a group of students, the student speaking to the teacher, the student speaking to another student, the student speaking to group members, and the student speaking to the whole class.

A teacher speaking to the whole class occurs when the teacher greets students at the beginning of the lesson, explains the material, and provides feedback to all students. A teacher speaking to an individual occurs when the teacher only interacts with one student. A teacher speaking to a group of students occurs when the teacher interacts with a group of students. A student speaking to the teacher occurs when one student communicates with the teacher. A student speaking to student occurs when one student interacts with another student. A student speaking to group members, where students interact with a group. Students speaking to the whole class occurs when students interact with teachers or other students (Astuti, 2011).

From the background and theory used, the research aims to determine the characteristics of classroom interaction contained in teaching and learning videos using Malamah-Thomas' (1987) frameworks and classroom pattern IRF.

Method

This study used a qualitative method. The strategy applied was a case study because this research explores in-depth activities on one or more individuals. In this study, data were collected through naturalistic observations and document analysis. Naturalistic Observation is observing individuals in a natural setting, simply observing and recording what is happening as something naturally occurs. While document analysis is a technique that allows a researcher to study human behaviour indirectly through the analysis of their communication.

The study was conducted at SMP Negeri 2 Tejakula involving a pre-service teacher and 7th-grade students. The instrument in this study was a video recording. In this study, the video transcription of the teaching process in the classroom was the analysed document. A video of a pre-service teacher taking the PLP-adaptive exam shown. The video was 53 minutes 12 seconds long, with "time and date" material.

Furthermore, to investigate the type of interaction between teacher and students, this study used Malamah-Thomas' theory (1987). Meanwhile, to investigate the classroom pattern, the study used the IRF classroom pattern. The

first step was observing the data from the video to show the interaction and the language used by the teacher and students during the English-speaking class. Secondly, the transcripts were coded using several categories of teacher-talk and student-talk. Third, the data was then analysed based on the theory used.

Results

The researcher used Malamah-Thomas' theory (1987) to analyze the type of interaction between the teacher and students. IRF classroom pattern was used to analyze the classroom pattern in this study. From the data analysis, there were seven types of classroom interaction. All of the types belong to Malamah-Thomas' theory (1987). The seven types were: teacher speaking to the whole class, teacher speaking to an individual, teacher speaking to group of students, student speaking to teacher, student speaking to student, student speaking to group members, and student speaking to the whole class. For IRF patterns, three types were found, which are: complete pattern (IRF), semi-complete pattern (IR), and incomplete pattern (IF).

Discussion

1. Type of Class Interaction (Malamah-Thomas' theory (1987))

a. Teacher speaking to the whole class

This type of interaction occurred when the teacher greets students at the beginning of the lesson. This type of interaction also occurred when the teacher delivered the material and provided feedback.

Example:

Good morning, everyone

If I call your name, please raise your hand. Do you understand? *jika kakak memanggil nama kalian, kalian angkat tangan.*

Okay we move to the next activity, you can open your book first, chapter 3

b. Teacher speaking to an individual

This type of interaction is applied when the teacher interacts with individuals in the classroom. Such as checking student names, providing feedback to individuals in the class.

Example:

Okay thank you Widiya

...dari Komang Irma?

Do you bring your book? *Kenapa tidak membawa buku?*

Okay *besok minta ke perpustakaan ya*

c. Teacher speaking to group of students

This type occurred when the teacher interacted with the group. The teacher gave instructions to each group.

Example:

Ini grup 1, dan ini grup 2

d. Student speaking to teacher

This type can be seen when student respond to the teacher. Student answer the teacher's greeting or student respond when asked a question by the teacher.

Example:

Answering the teacher's greeting : good morning

Students responding to the teacher's answer when asked not to bring a book:
belum dapat

e. Student speaking to student

Students interact with other students. In this video students interact with students next to their seats.

Example:

aku satu, setelahnya kamu

f. Student speaking to group members

This type occurred when other students interacted with the group. In the learning video, a student interacted with his group to make sure the order was correct.

Example:

aku dulu, dan kamu selanjutnya

g. Student speaking to the whole class

This type was found when one student leaded a prayer before the lesson begins.

Example:

Doa dimulai, doa selesai

Based on the explanation above, the learning video in class VII at SMP Negeri 2 Tejakula has carried out seven types of interactions contained in Malamah-Thomas' theory (1987). The teacher interacted not only with all students but also with individual and groups. On the other hand, students did not only interact with the teacher but also with other students, groups, and the whole class. The existence of seven types of interactions in the classroom causes variations in the learning process and creates an atmosphere that is not boring during the learning process.

2. IRF Pattern (Initiation, Response and Feedback)

IRF is a class interaction pattern discovered by Sinclair, J. and Coulthardwibo (1975) Sinclair and Coulthard in 1975 which stands for Initiation, Response and Feedback. Initiation, the teacher initiates the interaction to get a response from the students. Response, students provide feedback, and feedback given by the teacher to students. In this study, there were certain patterns found there; complete pattern (IRF), semi complete pattern (IR) and incomplete pattern (IF).

a) IRF (Complete Pattern)

1. I : Good morning, everyone
R : good morning
F : Okay
2. I : Do you bring your book? *Kenapa tidak membawa buku?*
R : *Belum dapat.*
F : *Okay besok minta ke perpustakaan ya*
3. I : Can you guess What we are going to do today?
R : Time
F : Time and day
4. I : Can you tell me, what time do you wake up at this morning
R : Five o'clock
F : Okay
5. I : When do you use am?
R : In the morning
F : Yes, in the morning, you are right
6. I : When do you use pm?
R : In the afternoon
F : Afternoon and evening, yes good
7. I : Can we move to the next material
R : Yes
F : Okay
8. I : *Sedangkan to?*
R : *Kurang dari*
F : Okay good
9. I : What time is it?
R : A quarter in the afternoon
F : A quarter, do not forget past and to
10. I : Do you have any question? *Ada pertanyaan sebelum kita ke materi selanjutnya*
R : *Tidak*
F : *Okay*
11. I : *Tanggal berapa kalian lahir?*
R : *Tanggal 27*
F : *Okay tanggal 27*
12. I : *Pernah melihat tanggal-tanggal seperti ini?*
R : *Pernah*
F : Okay
13. I : *Ini artinya apa?*
R : The first
F : The first, good
14. I : *Masih ingat peraturannya?*

- R : *Masih.*
F : Okay
15.I : *Sudah tahu siapa pemenangnya?*
F : Group 2
F : Okay group 2
16.I : Do you know, what time is it?
R : Five to five
F : Okay, five to five
17.I : Okay, *yang kedua*
R : October 22nd
F : October 22nd

b). IR Patterns

1. I : Have you ever read aor heard about am and pm
R : *Tidak*
2. I : *Bisa dihapus*
R : *Bisa*
3. I : *Sampai disini, bisa dipahami?*
R : *Bisa*
4. I : Are you ready?
R : Yes
5. I : Okay *jam berapa ini*
R : Two twenty-five

c). IF Patterns

1. I : Before we are going to the material, lets pray first. Who wants to lead the pray? *Siapa yang ingin memimpin doa?*
F : Okay, *kakak tunjuk ya*
2. I : *Sperrempat itu berapa menit ya?*
F : *15 menit*
3. I : *Berapa menit kalua setengah*
F : Thirty minutes
4. I : What pass it means
F : *lebih dari*
5. I : How you say in English? *Kalian pikirkan terlebih dahulu apakah menggunakan to atau past...*
F : *Tidak ada yang mau menjawab?*
6. I : Half past ten, *benar?*
F : *Benar ya*
7. I : *Siapa yang mau mencoba, raise your hand*
F : *Tidak ada yang mau mencoba*

Based on the result of the analysis using the classroom pattern IRF (Initiation, Response, and Feedback), 3 patterns were found, namely: a complete pattern (IRF), a semi-complete pattern (IR), and an incomplete pattern (IF). A complete IRF pattern occurred when the IRF pattern was complete, there was an initiation, response, and feedback. The semi-complete pattern (IR) occurred when there were only I and R interactions, where the teacher was the initiator and the students responded. An incomplete pattern (IF) occurred when there were only I and F. When the teacher gave an initiation and there was no response from the students, the teacher gave feedback. From the result of the analysis above, the interactions that have occurred in the learning video have been going well; the teacher asked questions, the students answered, and the teacher provided feedback.

Conclusion

Classroom interaction is an important part of the learning process. Classroom interaction provides benefits to students and teachers during the learning process. Students can find out their communication skills, and the teacher can find out the level of students' abilities. Classroom interaction analysis conducted at SMP Negeri 2 Tejakula using Malamah-Thomas' theory (1987) and classroom pattern IRF resulted in a discovery. From Malamah-Thomas' theory (1987), the teacher and students perform several types of classroom interaction, such as teacher speaking to the whole class, teacher speaking to an individual, teacher speaking to group of students, student speaking to teacher, student speaking to student, student speaking to group members, and student speaking to the whole class. Based on the IRF classroom pattern, the most dominant pattern is IRF which indicates that the learning process has been going well. The teacher provides stimulation or questions, students respond, then the teacher provides feedback.

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