An Analysis of Teacher and Student Interaction Patterns in an Online Learning Context

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Abstract
The discussion regarding the interaction patterns between teacher and student is not new. However, the discussion of how the interaction patterns between teacher and student in the online setting is not much studied. Therefore, this study is an attempt to analyze types of interaction patterns the teacher used in Zoom Media. To achieve this goal, non-participant observation was used to collect the data. The data were analyzed qualitatively by recording, transcribing, hospitalizing, analyzing, and interpreting. The data show that there are three types of interaction patterns that were found; closed-ended teacher questioning, full-class interaction, and open-ended teacher questioning. It's reflected that teachers mostly focus on how to make two-way communication. However, the development of students to become more independent is not explored during the learning process. As the implication, the teacher has to find out the ways to teach in order to apply all types of interaction patterns in the learning process.
Keywords: *Online Learning, Interaction Patterns, Zoom*

INTRODUCTION

The pattern of interaction is a very important part of achieving the success of interaction in the learning process in the classroom. To accomplish this, the teacher must be able to establish and used an active and quality interaction pattern with his students in the classroom in order for the learning process to be properly carried out. According to Thapa and Lin (2013), interaction in the classroom can improve students' language skills and communication skills. Furthermore, Permendiknas number 23 of 2016 states that interaction among students or between students and teachers will improve students' language and social skills. Besides, the pattern of interaction can aid in the learning process. It can also assist students in receiving feedback when the teacher corrects or praises them when they attempt to interact in the target language (Brown, 2001, p.166). According to Tuan and Nhu (2010), classroom interaction is characterized by a consistent pattern, particularly the act of asking, teaching, teaching, and correcting students' mistakes in the lessons given. This pattern will influence the classroom learning process. Students will easily follow the topics discussed by the teacher in learning if the interaction provided by the teacher is interesting, clear, and meaningful. In the end, it will produce a positive and interactive classroom. As a result, as a critical factor in the learning process, a teacher must pay close attention to the interaction patterns used in the classroom.

However, teachers and students face a number of challenges when attempting to implement an active interaction pattern in the EFL classroom. First, students in an English class do not understand the information provided by the teacher, so class learning becomes passive. According to Bestiara (2021: 2), the ability to explain the teacher's material in clear language and to state key points clearly during the teaching and learning process is required. "Teachers are ideally placed to provide comprehensible input because students can react appropriately even if they do not understand every word they say, but they understand the meaning of the

words they say," writes Harmer (2001: 66). Second, some teachers only focus on providing information in one direction during the learning process, leaving no room for students to express their opinions. Meanwhile, according to Dagarin (2004: 128), class interaction is a two-way interaction process in which students not only act as recipients of information, but teachers must be able to influence students to build interactive classes. In conclusion, when using the interaction pattern in the EFL class, the teacher has difficulty creating an active and quality classroom environment, which impedes the implementation of an effective learning process.

In relation to this, previous studies have described a pattern of interaction. Some researchers investigated the interaction patterns that emerge during offline learning. In agreement with the findings of these studies, they explored who dominates the interaction in the classroom. They discovered that the teacher dominated the interactions in the classroom during the learning process. The interaction pattern in the classroom is that the teacher speaks more than the students (Adie, 2018; C, OM, 2018; Sundari, Rafli, & Ridwan, 2017; Al-munawwarah, 2021; Budhiarti, 2019; Meiji, E. H. & Meiji, S. M., 2021). Other researchers discovered that the pattern of interaction in the classroom was dominated not only by the teacher, but that students were also involved in the interaction. Group work, individual work, projects, and discussions are examples of such activities (Sari, Mukhaiyar, & Hamzah, 2018; Mar'ah, 2020; Risna, 2018). Furthermore, some researchers discovered a pattern of interaction dominated by teachers and students that went well, implying that teachers and students interacted with each other during the learning process. Students respond in the same way that the teacher does when giving directions, and two-way communication occurs. (Akbar, 2021; Rachman, 2019; Shellayukti, 2020; Arisandi, 2018; AD, 2018; Havwini, 2019).

From the previous studies above, they focus on who dominates the interaction in the offline classroom learning process. As a result, the purpose of this research is to further discuss the interaction patterns used by EFL teachers and students in online classes. This research was conducted in addition to analyze the interaction pattern of teachers and students in the classroom in the context of online learning.

METHODS

This case study was conducted in one University in Garut, majoring management. Particularly, this study involved one English teacher and 31 students in the subject of English for management. The lecture was chosen because she often used zoom as a learning medium as it fits the purpose of this research. In addition, the students were chosen because they are learning English as an EFL. The data were taken from non-participant observation using video recording.

The data were the categorized into some patterns of interaction used were from Ur (1996). The patterns were: (1) group work; (2) closed-ended teacher questioning; (3) individual work; (4) choral responses; (5) collaboration; (6) student initiates, teacher answers; (7) full-class interaction; (8) teacher talk; (9) self-access; and (10) open-ended teacher questioning. After that the data were the analyzed and interpreted.

FINDINGS AND DISCUSSION

Findings

As the findings close-ended teacher questioning is identified. This type of interaction is found in pre-activity, whilst-activity, and post-activity. As an example, in pre-activity, the teacher used close-ended teacher questioning to reflect on the instructions from the last meeting. This pattern shows how the teacher initiated asking a question; the students gave a response to the teacher's question; and the teacher gave feedback. The following excerpt is one of the examples of this pattern:

> T42   *: Aman okey. Alright, so kemarin kita tuh we agree that we need to have a password ya, and then the password is paragraph. Betul gak? Saya nyuruh begitu ya? We should make a paragraph. Bebas aja paragrafnya, iya gitu kan?*
> S42   *: Yes, Miss.*
> T43   *: Jadi, setiap orang itu sama kelompoknya bikin satu paragraph. So, then you guys need to send your file to our WhatsApp Group. You know if you do not type your work in the computer it's okey. We just have to you know like take a picture, and then you send the picture to our group. And then I will share the screen to my WhatsApp.*

In this whilst-activity, the teacher applies close-ended teacher questioning to conform whether or not students have understood the explanation. As an example of this pattern:

> T73   *: Okey, good point Ananda. Gimana yang lain itu penjelasan Ananda? Do you guys agree?*
> S73   *: Agree.*

Another finding is also seen in the post-activity. The teacher also utilized close-ended teacher questioning to ensure that all students had analyzed the assignment. As an example of this pattern:

> T267   *: Yaapp. Ada question lagi, semuanya sudah menganalisis kan ya?*
> S265   *: Sudah.*

So, for all stages of teaching, closed-ended teacher questioning is usually employed to reflect the instructions, to confirm the understanding of the material, and to ensure the student assignments.

Second, full-class interaction is mostly established in almost all stages of teaching: pre-activity, whilst-activity and post-activity. In pre-activity, full-class interaction is accustomed to asking the students about their attendance. For example:

> T1   *: Alright then. So, before we start I would like to check your attendance. Saya coba cek dulu presensi kawan-kawan. Kita itu pertemuan berapa Wit hari ini?*
> S1   *: Sepuluh Miss.*
> T2   *: Sepuluh atau sebelas? Sepuluh ya? Betul?*
> S2   *: Maaf Miss sebelas.*

This measures the interaction that appears when the teacher asks about the student's attendance and then the student answers.

In whilst-activity the teacher experienced full-class interaction to ask the students to identify errors in a sentence during discussion. For instance :

> T57　　: Okey, let's analyses this really good point. Jadi tidak ada functuation, so you know the problem name is adalah run-on , very good. But, I need you guys to tell me again the definition of fragment.jadi fragment itu apa berarti? Kali ini adalah run-on?berarti fragment itu apa?
> S57　　: Sorry Miss, tidak lenmgkap.
> T58　　: Okey yes tidak lengkap. Tidak lengkap itu salah satunya if the sentence has no subject atau the subject has no verb. So if we analyse Hi my name is Lia, apakah ada subjeknya?
> S58　　: Ada Miss.
> T59　　: Subjeknya adalah?
> S59　　: Lia

Thus, interaction follows when teachers and students analyze assignments, revise, and provide feedback during learning.

It concludes that full-class interaction is usually apply to make the classroom more interactive.

Furthermore, the post-activity teacher applies to full-class interaction to ask students to turn on the camera before the lesson ends to take attendance, such as:

> T272　: Okey sip. Okey please smile everybody one, two, three. Very good! Sekali lagi, masih belum ke itu semua masih slide yang ini. Okey one, two, three. One more one more. Okey sebentar ya fajar nya belum stand by. Nah ada, ojey satu, dua, tiga. Okey thank you very much sudah hadir di sesinya practice untuk sentence problems thank you very much. InsyaAllah I'll see you next week dengan password yang baru everyone. If you have question kalau ada pertanyaan please ask me very very I mean as soon as possible you have that question you ask me. Segitu aja have a nice day everybody. Assaalamu'alaikum Warrahmatulahi Wabarakatuh. Thank you so much!
> S270　: Wa'alaikumsalam Warrahmatullahi Wabarakatuh. Makasih Miss.
> S273　: Bye bye. Saya close kelas ya

Accordingly, in these activities, interaction appears when the teacher is about to end the learning process.

The last interaction pattern employed by the teacher in learning is open-ended teacher questioning. This type is only discovered in whilst-activity to ask the student's opinion about the material. For example,

> T53　　: Fragment? Okey menurut Wita ini adalah fragment. Kalo dari teman-teman yang lain apakah ada oponin lain?
> S53　　: Miss
> T54　　: Okey Zikra, go ahead!
> S54　　: I think that in the first sentence that is run-on because without dot.
> T55　　: oh okey.
> S55　　: and then, in the sentence I am often late because my house is very far away. In I am often can add comma splice like that, and then may be more of the sentence in that paragraph is run-on because that is without kaya gak ada tanda baca gitu Miss.

It implies that interaction arises when the teacher provides opportunities for students to express their opinions about the material being discussed.
So, it can be concluded that in this class there are three patterns of interaction, namely closed-ended teacher questioning which is used when the teacher gives questions to students but the answers are limited to yes or no. Then the second interaction pattern is full-class interaction which is used to make students and teachers play an active role in interaction in class when discussing the material being discussed. The last one, which is open-ended, is used to explore students' abilities or knowledge of a topic or material being discussed in class, so that students play an active role in

class interactions**.**

Discussion

From the data above, it is revealed that there are three types of interaction patterns, namely: close-ended teacher questioning, full-class interaction, and open-ended teacher questioning. The research findings indicate that the patterns of interaction during the teaching and learning process were not fully dominated by the teacher because the students also actively participated in the teaching and learning process. The patterns of interaction during the teaching and learning process in this research occur between teacher and student or student and student. These results are similar to Brown's (2000) statement that interaction is the collaborative between teacher and student where they can exchange thoughts, feelings, or ideas, resulting in a reciprocal effect on each other.

First, a close-ended teacher questioning pattern is frequently seen as encouraging students to respond only with an evaluable answer. In this pattern of interaction, the teachers always initiate questions, and the students are expected to respond only to the questions given to them. The teacher is the only active participant, while the students remain passive recipients of knowledge (Martin et al., 1994). In addition, Ur (1996) suggested that closed-ended teacher questioning is the usual solution. The second pattern is full-class interaction since it aids in the smooth running of the teaching and learning process and can improve learners' communicative abilities. As a result, the teacher's and students' roles in the teaching and learning process will be equal. Students will take part in the teaching and learning process, not only the teacher. According to Ellis (1990), interaction is meaning-driven and carried out to facilitate information sharing and avoid communication failures. The last type of interaction pattern is open-ended teacher questioning. With this interaction, it can provide stimulation to students to improve their ways of thinking and students have the freedom to express their opinions. This is in line with the theory of Bishop (2000) that it can develop competency and become a critical thinker in a classroom that provides opportunities for intensive, structured interaction among students.

Therefore, there are still many interaction patterns that have not been covered by the teacher to ensure all the types of interaction would be achieved, such as group-work; individual-work; choral-response; collaboration; student initiate- teacher answer; teacher-talk; and self-access. Meanwhile, according to group-work theory, when students work together, they explore each other's ideas, which reduces students' anxiety in communicating. Then, individual work is important because it can teach a student how to interact with instructional materials and, subsequently, scientific information in a meaningful and independent manner, laying the foundation for self-organization and self-direction in order to foster the ability to continuously enhance personal qualifications (Mulyavina, & Omelchenko, 2014). On the other hand, choral-response is also an important thing that can make learning interactive. Because it can allow the teacher to present many opportunities for all students to actively participate (Heward, Courson, & Narayan,1998; Lingenfelter,1990).

Besides that, collaboration is also necessary to make an interactive class. Wallace, Stariba, and Walberg (2004) note that frequent collaboration gives students chances to communicate meaningful ideas with one another and be active learners. Storch (2001) argues that a collaboration pattern seems to be a good idea for teachers to give a communicative activity because it immediately develops the amount of student practice. In short, collaborative work regularly exerts a beneficial effect on task performance. The next one that is an essential part of interaction in the learning process is student-teacher interaction. Because it can prevent misunderstandings about the material being discussed because students ask a lot of questions and the teacher gives feedback. It is further suggested by the researcher that teachers' successful management of learner initiatives, including student-initiated questions and emergent knowledge gaps, is part of teachers' classroom interactional competence, defined as the ability to use interaction as a tool for mediating and assisting learning (Walsh, 2011). In addition, teacher talk is great for language teaching, as Walsh (2011) claims that teacher talk is more

important to a language classroom than any other classroom, since in this context, the language being used by the teacher is not only the means of acquiring new knowledge, it is also the goal of the study. The last interaction pattern that is significant in the learning process is self-access. Because it allows students to gain free access to learning materials, which can help slow learners, satisfy their needs and interests, and train specific abilities for active students, it is in line with Richards & Lockhart's (1999) opinion that self-access materials can enable disparities in perceptions between teachers and students in the teaching and learning process (cited in Detaramani & Shuk Im Chan, 1999).

CONCLUSION AND SUGGESTION

Two conclusions are drawn from the types of interaction constructs above. First, the teacher has tried to establish two-way communication with the students. Second, there are some patterns that have not been further explored here, such as group work, individual work, choral responses, collaboration, student initiates, teacher answers, teacher talk, and self-access. However, as an implication, teachers in the future must have teaching methods that can embrace all types of interaction patterns in order to create a more optimal learning process.

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