

## **Interactions Between Lecturer and Students In An Online Classroom**

**Nita Novyanti<sup>1</sup>, Neng Asri Muharani<sup>2</sup>, Nayla Nurpadla Alfadil<sup>3</sup>**

English Education Program, Faculty of social science, Language and Literature, Institut Pendidikan Indonesia<sup>1</sup>

English Education Program, Faculty of social science, Language and Literature, Institut Pendidikan Indonesia<sup>2</sup>

English Education Program, Faculty of social science, Language and Literature, Institut Pendidikan Indonesia<sup>3</sup>

[nittnov18@gmail.com](mailto:nittnov18@gmail.com)<sup>1</sup>, [asrimuha@gmail.com](mailto:asrimuha@gmail.com)<sup>2</sup>, [nailaalfadil6@gmail.com](mailto:nailaalfadil6@gmail.com)<sup>3</sup>,

### **Abstract**

Many researchers have investigated classroom interactions due to their importance showed in online teaching and learning. However, classroom interactions in online learning are still not done much. This research was conducted using a qualitative approach to 1 lecturer and 24 students at one of the universities in Garut. Data were collected using observations and recordings of the teaching and learning process following the frameworks of Allwright and Bailey (1991) on Classroom Interactions and Sinclair and Coulthard (1975) on the pattern of Classroom Interactions (IRF). The finding shows that the pattern mostly used by the lecturer was teacher initiation, student response, and teacher follow-up (IRF). Thus, in the IRF moves pattern, the teacher follows up on the evaluation more and asks students to clarify. It can be concluded that the exchange process between lecturer and students is well established.

**Keywords:** *Classroom Interactions, English Lecturer and Students, Patterns Of Interaction, Online Teaching and Learning*

## **INTRODUCTION**

Classroom interactions are essential for the success of the teaching and learning process. These appear to be excellent answers for developing successful interactive systems and interaction design in teaching and learning. Because it is a reciprocal impact that requires the lecturer and students to communicate ideas and feelings, the teacher and students share and receive messages to produce a communicative process (Brown, 2000; Wagner, 1994). Nonverbal acts that encourage learning in the classroom are included in this interaction process. The use of appropriate interaction patterns is critical in the effectiveness of any activity and the attainment of goals. Different interaction patterns in the classroom may serve the goals of various activities, such as pair work (a student with another student) and group work (students with students). Changing interaction patterns helps to change the speed, while selecting the proper pattern helps meet learning goals and boost learning productivity. According to Anand (2011, 03), class interaction analysis is the objective and systematic monitoring of class interactions. Less-than-successful interactions between lecturer and student are a chronic failure in English learning.

Analyzing interaction patterns has been a research goal, leading to a critical trend in educational research. The research in this field has attempted to uncover the complexities of English language classroom interactions. Rashidi and Rafieerad (2010) stated in their study that the patterns of interaction between participants vary by creating a range of discourse actions, including IRF patterns in student-teacher conversation. The data also demonstrated that students' capacity to begin exchanges with their lecturer and respond to their lecturer's comments was unaffected by lecturer dominance in the classroom conversation. The terminologies employed in this study to describe patterns of interaction encompass all patterns of teaching-learning interactions, including the sequence of

dynamic behaviors performed by lecturer and students when knowledge or instructional material is imparted. Several previous studies serve as the impetus for the present investigation of a phenomena that has happened in online classrooms. First, Ariel M. Lindorf (2022) analyzed the Effect of Teacher-Student Interaction on the Effect of Online Learning: Based on the Serial Mediation Model and Dice's (2001) second studies, the inquiry of English instructors' and students' classroom talks in online learning is analyzed. Consequently, various past studies might serve as references for the present investigation. Upon examination of the analysis of previous studies, it becomes apparent that there are, in fact, a variety of aspects that will concentrate on studying interactions in online classrooms. In light of this, the goal of this study is to investigate how the interactions between lecturer and students in online classrooms vary from face-to-face learning.

## **METHODS**

This case study was conducted using a qualitative approach to 1 lecturer and 24 students of English Education Program at one of the universities in Garut. This case study design was used to investigate interaction patterns in the language testing evaluation courses during online learning. Data were collected using observation and video-recording of the teaching and learning process following the frameworks of Allwright and Bailey (1991) on Classroom Interactions and Sinclair and Coulthard (1975) on the pattern of Classroom Interactions (IRF). The patterns were: (1) teacher initiation; (2) student response; (3) teacher follow-up (IRF). According to Gorman and Clayton observation is a study that involves the systematic recording of a phenomenon or behavior that can be observed in the natural environment (Utami, 2020, 48). So, observation is a method of grouping knowledge by researchers with the meaning that will be felt by someone and then perceiving the data of a phenomenon. Researchers will observe online classroom interactions in teaching and learning process between English lecturer and students to find the information needed in this study. For data analysis, the researcher used the systematic observation approach, in which specific rules and bounds will be observed, and other researchers will also engage in this activity (Cresswell,2016). This observation recording approach employs a scale to measure the number of interactions that occur in the online

classroom in determining this interaction.

## FINDINGS AND DISCUSSION

### FINDINGS

This chapter includes results and data analysis about classroom interactions in online learning at one of the universities in Garut city 2021/2022. Researchers used observation to collect data on online class interactions. A lecturer of English and 24 students participated in the study by utilizing the zoom application as a learning tool. On 10 June 2022, based on this observation, the researcher recorded all the activities in the 3-B online class for inclusion in this study. Based on the observed and analyzed data, the researcher determined that the lecturer's most frequent phrase was questioning. The lecturer's objective in posing questions to the class is to foster discussion and assess the students' comprehension of the provided content. Meanwhile, the more advanced the speech, the more particular the student's reaction to the speaker. The research findings indicate that the IRF pattern is often used since three varieties of Sinclair and Coulthard's (1975) IRF (Initiation-Response-Follow up) theories occur during classroom interactions. These sorts include elicitation, inquiry, direction, information, and response. As following may be noticed while obtaining data from observations:

#### The Result of The data Analysis

| Statement  | Teaching / Observation Script                               | Checklist |
|--|---|-----------|
| Initiation : The lecturer always initiate questions and the students are expected to respond only to the questions given to them | L: are you familiar with this software?<br>S: Not yet sir   | x         |
| Student's Response : Encouraging   | L: How many options do we fill in for this multiple choice? | ✓         |

|   |  |   |
|---|--|---|
| students to respond only with an evaluable answer.  | S: Four options, a, b, c, and d for choices on each question<br><br>L : Okay, good   |   |
| Teacher Follow-up :<br>The teacher is the only active participant, while the students remain passive recipients of knowledge. | L : Is there a value that should be revised?<br>S: Yes, the negative value, sir<br>L : For negative or positive values it doesn't matter. So this negative value of 40,000 is the absolute value.<br>S : Alright sir<br>L: So, with this anates you can process questions easily and get accurate results.<br>S: Okay, sir | ✓ |

Based on the table above, the interactions that occur in the online class do not cover all the sorts of patterns that exist in theory; there are only a few types of interaction patterns that occur in the online class, according to the findings of this observational research. According to the statistics above, the lecturer seems to play a more active role than the students in disseminating material-related information. Therefore, the interaction described above may be considered almost flawless since one pattern still does not occur in class: students do not ask questions.

## DISCUSSION

This section addresses the findings of teaching-learning interaction patterns in class 3B based on the outcomes of online classroom interactions. Before beginning the course, the lecturer provided an introduction by asking questions concerning the topic to be covered, such as "do you know this program (ANATES)?" The responses from the students sounded

like a chorus of one voice. This interaction pattern generates a chorus response pattern, teacher questions (IRF) followed by student-teacher responses; this online class demonstrates that the lecturer presides over the majority of courses. Lecturer asks questions, offers guidance and information, accepts sentiments, praises, or encourages. The lecturer requests that students initiate contact throughout the learning process. Lecturer uses this method to pique students' interest in the issue. Lecturer uses this tactic to pique students' interest in the subject David (2007). There is no difference between this study and previous studies, such as that conducted by Lusi (2020) and Dice (2021). They analyzed the interaction between teacher and students in an online classroom using IRF patterns that focused on the patterns that existed in the IRF, including elicitation, questioning, directing, informing, and responding. Researchers are aware that this study still has many flaws, and we hope that readers will be able to comprehend better the interactions that take place between a lecturer and students in online classrooms. The IRF pattern illustrates how the lecturer poses a question, students respond, and the lecturer provides feedback. The IRF is often seen as pushing students to provide solely evaluative responses. In this style of engagement, the lecturer always asks questions, and students are expected to react only to those questions. The sole participant is the lecturer, while the students remain passive information consumers (Martin et al., 1994: 49). In addition, Ur (1996:239) argued that (IRF) is the most common approach.

In conclusion, interaction patterns may evolve from the lecturers' instructional actions. The lecturer should explore the building and expand these classroom routines. By employing games, activities, and discussion, they may boost the students' involvement and participation and their knowledge of the need to speak out in class. Utilizing intriguing content from the English online book or other sources should be used in various online learning exercises.

## **CUNCLUSION & SUGGESTION**

In online learning, the majority of class time is taken up by the lecturer. The difficulty with classroom interactions in online learning is that students are not engaged in class, and the lecturer does not offer them feedback. Lecturer asks questions, provides guidance, and

provides feedback (IRF). The lecturer requests that students begin engagement throughout the learning process. Variable and persistent patterns of teaching-learning interaction are seen. The forms of interaction significantly boost students' engagement and conversation in the online classroom. Briefly, these patterns of teaching-learning interaction arise between lecturer and student(s) or student(s) and student(s) in connection to the lecturer talk and student talk categories used in online classroom activities.

Similarly, the author wished to explore lecturer-student interaction patterns in an online class. A lecturer must present content before the start of the learning schedule so that students can comprehend the topic to be studied. By doing so, there will be an interaction between the lecturer and students in class, and 80% of students will be able to respond to questions asked by the lecturer.

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