

An analysis of teacher and students' interaction in EFL Classroom

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ABSTRACT

Classroom interaction roles are very prominent in the EFL classroom setting, functioning to keep the engagement of students and teachers. However, the problem remains that the teacher's interaction is more dominant than the students, showing that the class is less of students' interaction. Thus, this study aims to investigate the types of interaction in the classroom and determine the cause of the problem occurring in classroom interaction. This research employed a qualitative approach in the form of a case study design. Data were conducted using observation and interview. Results showed that there were three types of interaction, one of which is teacher-whole class, teacher-individual student, and student-teacher. Besides, it was also found that the cause of the problem occurred is the lack of initiation to interact, lack of initiation to discussing the material, lack of vocabulary, and students do not immediately understand the material. Therefore, it is a big homework for teachers to create a more interesting atmosphere in the classroom.

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1. INTRODUCTION

Classroom interaction is needed in teaching in EFL classroom. Teachers and students need to interact with each other to create effective learning. It can keep Communication from happening in the classroom. The interaction between teacher and student plays a big role in teaching and learning. Hanum (2017) stated that classroom interaction will help the teaching and learning process run smoothly. When the teacher, students, and students and students' interactions happen, the instruction will reach the target. On the other hand, in EFL teaching and learning context, it also affected the students' achievement in acquiring English. It is proved by Serdar Saparov et al. (2014) that when students actively participate in classroom activities, such as responding to the teacher's or other students' questions, raising questions, and giving comments, they will acquire English better.

However, Serdar Saparov et al. (2014), have stated that the basic problem in all schools in Indonesia is the lack of participation in the class. The preliminary observation conducted in a Senior High school in Garut shows that the interaction between teacher and students in the classroom still has some problems. The teacher has more interaction than the students, such as when the teacher greets the students, checks their attendance, tests students' reading ability, and correct them when they have some mistakes in pronunciation. In addition, a teacher also gives some questions to the students. However, most of the students didn't answer the questions.

Thus, the teacher had to ask some students to answer the question, and only some could. Serdar Saparov et al. (2014) mentioned that a lack of initiative could be shown when students prefer to keep silent in class, and the teacher has to force them to answer the questions. Hence, as was previously stated, the students lack participation in the class.

In learning EFL, the most effective learning is student-centered learning. In other words, students have more dominant interaction than the teacher when the learning activity occurs in the classroom. It is supported by Wahyuni & Abdillah (2019), as cited in Shohib & Ernawati (2019), that in this era, teacher-centered learning methods in which the learning method is focused on the teacher are no longer under the dynamics of scientific development in the field of information technology which is growing rapidly. In addition, Communication is also needed to occur in the classroom. As Rivers (1987) cited in Hanum (2017) stated, Communication is the main objective of learning a foreign language, whether orally or in writing. There must be collaboration and interaction between students, students and teachers, and teachers and students. In other words, interaction comes before Communication since engagement between people with something to share is necessary for Communication to occur. The activity in the classroom requires interaction. It facilitates effective teaching and learning and can improve student communication.

Numerous research has been conducted to analyze the type of interaction used in EFL classrooms, such as Asbah & Rajiman (2015), Al-munawwarah (2021), Serdar Saparov et al. (2014), Hanum (2017), Setiyowati (2018), Putri & Putri (2021), Sari (2018), and Khoiriyah (2018). Those studies found that classroom interaction still has some problems. Particularly, the teacher has dominant interaction in the class. The students have low responses to the teachers' talk and questions. They have low initiative to take a participation in the classroom. Thus, it can be seen the result of those studies is the lack of students' interaction.

However, the current study focuses on the cause of the problem in the classroom interaction. Research that focuses on the cause of the problem happened are still limited. Therefore, based on the research limitation, this study aimed to find out the types of classroom interaction in the classroom and investigate the cause of the problem in classroom interaction. The cause of the problem needs to be investigated to provide some information for the teacher in teaching EFL. If the cause of the problem has been known, it is possible to find the solution of the problem. Thus, this study can guide the teachers to attain good interaction in the classroom. Hence, it can make a good environment for students and create a better quality of learning.

2. LITERATURE REVIEW

The importance of classroom interaction

Interaction between teacher and students must exist in the teaching and learning process. Englehart (2009) stated that positive interaction can give the student a sense of comfort and belonging in the classroom, enhance student motivation, and facilitate the student's social development.

a. Comfort and belonging

Based on Baumeister & Leary (1995) as cited in Englehart (2009), Human beings have a basic desire to form social attachments and a powerful need for belonging. The need to belong is innate, stimulates goal-directed behavior to satisfy it, and consumes considerable cognitive processing. Students who feel uncomfortable in the classroom are less likely to learn. The comfort and sense of community in the classroom are greatly influenced by teacher-student contact. Teachers are primarily responsible for involving students in class activities and setting the classroom's mood and ambiance.

Teachers who don't create a warm, secure environment for their kids may hinder their study ability.

b. Motivation

Besides, classroom interaction is also important to increase students' motivation to learn. It is very challenging for the students to motivate students to participate in the lessons. Thus, the teacher has to control students' environmental conditions to enhance their extrinsic motivators (such as reward and punishment). As explained by Kohn (1993) as cited in Englehart (2009), Controlling environments and extrinsic incentives contribute to feelings of anxiety and helplessness, reduce interest, and are associated with poorer performance. When students' interests and concerns are part of the classroom discourse, their natural curiosity and innate drive to acquire knowledge can guide their leaning.

c. Social development

In improving social development, the teacher can hold an important influence. The first way teachers influence their students' social development, as was just discussed with motivation, is by acting toward them in a non-controlling manner. Then, teacher-student interaction should be characterized by some degree of give and take. When students are recognized as having important contributions in school, they come to know that discourse and negotiation are valued skills, and they will have opportunities to use them. The second way that a teacher can facilitate student social development is by acting as a model for desirable social behaviours. Teachers' finest and worst sides are visible to the students. Teachers need to understand that their acts have consequences that go beyond the practical intent behind them.

Types of Classroom interaction

How students and teachers engage in the classroom depends on the sort of teacher and learner communication that is present. A teacher and student discourse takes place in the classroom. It emphasizes how the instructor encourages students to speak up in class and how students engage with one another when they are among friends. Based on Asbah & Rajiman (2015) there are at least six different sorts of interactions that typically take place in classroom settings:

Teacher whole class

This kind of classroom interaction started when the teacher greeted students the class and distributed the lesson's materials. Second, it was used when the teacher provided numerous comments about the pupils' performances at the end of the lesson. The final time the teacher discussed upcoming teaching and learning process tasks. The interaction in the classroom was greatly influenced by the instructor working with the entire class, thus the teacher needs to be able to accurately assess each students' condition.

Teacher an individual student

The teacher started to interact with students more by teaching each one of them individually. Here, the teacher should take the chance to help the students better understand and appreciate one another personalities in the EFL classroom. The key to facilitating a beneficial teaching and learning process was the teacher's ability to manage class interaction as the center of knowledge. Also, the teacher asked the students more open-ended questions so they cloud respond to the topic and automatically generate an interesting teaching-learning process.

According to Harmer (2012) as cited in (Sari, 2018), teacher should concentrate on three aspects when talking with their pupils. The first thing they need to consider is the kind of language the students can understand. The teacher needs to deliver material that is understandable for all students. The teacher's speech serves as a resource for pupils because the

instructor needs to prepare what they will say to them. Finally, teachers should define their speaking styles, intonation, tone, and voice.

Teacher group member

A circumstance where the instructor divided the class into many groups and served as the controller was the teacher group members. The teacher provided additional topics for each group, after which the students could collaborate in a single group. Here, students had additional time to develop their ideas in light of the material or clues that had been provided. The teachers' role is crucial in whole-class instruction since they are constantly being criticized, and their errors are being fixed. When a group of students felt comfortable participating in the EFL class, it can be claimed that the teacher provided a simulation for student activity. This type was used when speaking activity was undertaken in a seminar as an example of simulation. With this kind of interaction, the teacher discussed the grades of each group and corrected any errors

Student-teacher

These kinds of classroom interactions provide students the chance to communicate with their teachers. The teachers' material gave the student the confidence to start exploring or responding to ideas they had. The student then developed their ideas into questions or interactions that students initiate with teachers. The pupils did their speaking in front of their classmates during the most recent meeting. As they attempted to present and asked questions about vocabulary they did not know in the target language, the students interacted with the teacher.

Student-student

If student-student interaction is well-structured and regulated, it can significantly influence students' academic success, social development, and cognitive growth. Via group projects, can also help learners' capabilities grow to foster the sense of a learning community and lessen isolation in the classroom; learners will establish social relationships through this type of engagement. Because it is the ideal method for turning students into active rather than passive participants, the teacher must encourage this interaction between students.

Student whole class

The opportunity to speak in front of the class, the teacher, and other students is known as the student whole class. Students have more chances to develop their self-confidence so they may engage in class discussions and become more visible in the second half of the lesson. It demonstrated that students were not passive in the EFL class as the knowledge-receivers rather, they delivered their ideas in just like the center, so it can be said that students initiated. Student whole class can be supported by students who are active enough in the class. The role interaction in EFL classes immediately improves when students speak in front of the class or participate in class activities.

Previous Studies

Numerous research has been conducted to analyze the type of interaction used in EFL classroom such as Asbah & Rajiman (2015), Al-munawwarah (2021), Serdar Saporov et al. (2014), Hanum (2017), Setiyowati (2018), Putri & Putri (2021), Sari (2018), and Khoiriyah (2018). Those studies aim to find the type of interaction teachers use in the classroom. Those studies found that several types of classroom interaction is centered on the teacher and centered on the students. The type of interaction that is dominantly used in the classroom is the interaction that is centered on the teacher. Therefore, it shows that classroom interaction still has some problems. Particularly, the teacher has dominant interaction in the class. The students have low responses to the teachers' talk and questions. They have low initiative to take a participation in the classroom. Thus, it can be seen the result of those studies is the lack of students' interaction.

3. METHOD

Research Design

This study uses a qualitative approach in case study design because the research objectives taken by the researcher are to analyze problems in English class interaction and gain insight into the types and patterns of class interaction that occur in the research context. This study attempts to provide a detailed picture of an individual's experience in a given setting; hence, its design used is a qualitative case study to help explore a phenomenon that occurs in a particular context to reveal the meaning of the problem being investigated. With this approach, researchers try to reveal important patterns or the meaning of the data. Qualitative research will be useful for understanding how interaction patterns emerge and how learning occurs in English classrooms, as well as for looking for patterns that can be generalized across courses to create more generalizable and voluminous theory (Arbaugh, 2000 as cited in Entusiastik & Siregar, 2022).

Research Site and Participants

The research was conducted in a senior high school in Garut. The school is a private school. The Choice of location follows the substance of the research because the location can provide sufficient data regarding the analysis of teacher and student interaction. In this school, only one English teacher teaches the English subject. In addition, it is found that there are still some problems in classroom interaction, such as the teacher being more active than the students and the students who are unwilling to express their ideas. Thus, the school is chosen to conduct the research due to finding out the cause of those problems. The population of the study is teachers and students of class X in 2022/2023 academic year. One teacher and 35 students in a class are used as the research sample.

Research Instrument and Data Collection

This research uses observation, interviews, and questionnaires to collect data. The observation is done by recording the English teaching-learning activity in the classroom. The observation is used to discover the real situation in the classroom interaction. Such as mentioned by Cohen et al. (2007), observation gives the investigator the opportunity to gather live data from naturally occurring social situations. The researcher has a role as a complete observer to gather the information. With this instrument, the interaction between teacher and students and teacher and student engagement in the classroom activity can be seen.

In this research, the interview is also delivered to the teacher to find out the cause of the problem in the classroom interaction. It is used to find information from the teacher about classroom interaction and the problem in the teaching and learning activity. This is in line with the explanation of Cohen et al. (2007) that interview is used to allow participants to express their interpretation of the world in which they live and their point of view regarding a situation.

Data Analysis

Since the research design is qualitative, inductive analysis is used in collecting data. According to Thomas (2003) the inductive approach provides a convenient and efficient way of analyzing qualitative data for many purposes. First, the researcher records the teaching and learning activities in the classroom. After the video record is watched, it is transcribed and categorized by the type of classroom interaction. Next, the researcher analyzes the data by synchronizing the data with the type of classroom interaction. The next step is to determine the percentage of types of classroom interaction; the researcher has to analyze whether the teacher is more dominant or students are more active in the class

discussion. On the other hand, the interview and questionnaire data are analyzed to find out the cause of the problem in classroom interaction.

4. RESULTS AND DISCUSSION

Results

Types of interaction occurred in the classroom

Based on Asbah & Rajiman (2015), at least six different sorts of interactions typically occur in classroom settings: teacher-whole class, teacher-an individual student, teacher-group member, student-teacher, student-whole class, and student-student. However, based on the observation, only three types of interaction appeared in the classroom: teacher-whole class, teacher-an individual student, and student-teacher.

Teacher whole class

Based on the observation, teaching the whole class is one of the types of classroom interactions that appeared in the classroom. According to the interview with the teacher, this type of interaction is the most used in the classroom. Teacher-whole class is commonly used when the teacher explains the material to the students. Almost all the material given to the students uses this type of interaction. This type of interaction can be used to convey the information to the whole class and ensure all the students understand the information given. This is in line with the teacher's answer in the interview: "The reason why I choose the teacher-whole class in the classroom is to make all the material given is understood by all the students". Besides, the teacher-whole class also occurs when the teacher greets the class and introduces the material that will be discussed. Below is the transcript of the

T : "Assalamualaikum Wr Wb." S : "Waalaikumussalam Wr Wb" T : "Good morning." S : "Good morning." T : "How are you today?" S : "I'm fine, thank you, and you?" T: "I'm fine too, thank you." T : Are you ready to accept the lesson this time? S : Ready Ms. T : Alright children, before we start the lesson, let's pray first. Class leader, please lead his friends to pray! KM : Alright Ms. The seats are ready! Start praying! S : (Praying) KM: Done! T: Okay, today we will discuss about recount text, please pay attention to the text!

interaction.

Teacher-an individual student

Teacher-an individual student is type of interaction that usually occurred when teacher give a question to the students individually about a topic. It is done to make sure that each students understand the material. According to the teacher, "Usually, I ask the individual student about the material given to make sure that all of them understand the material. If there are some students that still didn't understand the material, either teacher or other

students (their friend) could give a better explanation for them.” Additionally, she also mentioned that she used this type of interaction to help her remember each student. On the other hand, this type of interaction also appeared when teacher checked the attendance, such as the transcript below.

Student-teacher

Student-teacher is also a type of interaction that appeared in the classroom. Based on the interview, there are some students that initiatively interacting with the teacher. Usually, some of them active to talk to the teacher using English. According to the teacher, they do

The teacher takes student absences one by one Teacher : Ok, let's take an absence first. Aviatul hasanah Avi : Present Ms

Teacher: from this recount text, the first and the second paragraph is included in which part? Can someone answer it? Syahla: i can ms Teacher: Okay Syahla, please answer Syahla: it is the orientation, ms

it because they want to be able to speak English in daily conversation and to practice the English vocabularies they have. Additionally, the students usually ask some question regarding to the material, or even answer the teacher’s questions. For example, such as in the transcript below.

Cause of the problem occurred in the classroom interaction

Based on the results of observations, the causes of problems that occur in the classroom are common problems that often occur in several schools, especially in one of the schools in Garut. Problems with interaction in the classroom are caused by several factors:

Lack of students’ initiation to interacting in the class

In the teaching and learning process, the teacher has more dominant interaction in the class. Students didn’t have the initiatives to talk in class. Even to answer a question, the teacher has to encourage them multiple times until finally, some of them can answer the questions. Based on the interview, the reason why this happened is because they are afraid to make mistakes. It happened multiple times; when the students were speaking English or reading a text and made pronunciation mistakes, the other students laughed at them. Consequently, they do not confident talking in front of their friends.

Lack of students’ initiation to discussing with their friends

When the students didn’t understand the material, usually they are quite silent. They didn’t ask questions to the teacher or even discuss the material with the other students (their friends). Although in the situation that required them to discuss, usually, they didn’t have any initiative to discussing with their friends. The teacher has to give instructions to them to do the discussion first. Based on the interview, students tend to be too shy to express what they don’t know or to give their opinion. Sometimes, the teacher gives them some motivation to encourage them to be more interactive and communicative.

Students do not immediately understand the material explained.

Based on the results of interviews with the teacher, there was no interaction between students and teachers or students and students because when the teacher was explaining the

material, the students did not immediately understand what the teacher was explaining. The various problems occur due to a lack of supporting learning media, or students do not understand what the teacher says in English, so the material conveyed by the teacher is not accepted and does not reach students. Therefore, the interaction of students asking the teacher, or the teacher asking students does not occur in that class.

Lack of vocabulary

Based on the observation results, the ability of students' mastery of English vocabulary is still low. This matter can be seen from the lack of interaction between students and teachers in the teaching and learning process in the classroom. Only one or two students are often active in class, and the rest is the teacher interacting more in the learning process. Thus, students' lack of mastery of English vocabulary is a factor causing classroom interaction problems.

Discussion

Types of interaction occurred in the classroom.

From the presentation, it could be looked at the teacher opened the classroom interaction with the teacher-whole class. The teacher greets to the whole class. It is shown when the teacher checked student preparation to receive the student delivered in whole class to participation in the EFL class. On the other hand, the teacher also uses this kind of interaction in giving the material to the whole students. It is in line with Asbah & Rajiman (2015) that in the teacher's whole class interaction, the teacher explains the material, display question, gives motivation to the student then the student respond to feedback based on the material that the teacher delivers. In terms of the teacher-individual student used by the teacher to ensure the students understand the material and remember each student. It is supported by Asbah & Rajiman (2015) that this interaction can be used to comprehend the student's personality in the class and handle the interaction in the class that could support the successful teaching-learning process. Last, the student-teacher interaction appeared when students initiatively spoke English to the teacher and answered the teacher's question. This is in line with Asbah & Rajiman (2015) that student-teacher interaction appeared when students explored their idea based on the material discussed by the teacher whether they responded to the teacher's questions or developed and gave their ideas.

Cause of the problem occurred in the classroom interaction.

Based on the results of observations, the causes of problems that occur in the classroom are common problems that often occur in several schools. Several factors cause the problem of interaction in the class; this is supported by Khoiriyah (2018), proving that when the learning process is in class, the teacher is more dominant in interacting with students, so this shows that there are still several schools that have problems in interaction in the class, so Based on the results of observations, the purpose of this study has found several interaction problems in the classroom at one of the schools in Garut, these problems include and are interrelated, such as students do not immediately understand the material being explained - students do not have the initiative to interact directly - lack of student initiative to discuss with friends - lack of student vocabulary.

5. CONCLUSION

Based on the types of interaction found in the classroom, it can be concluded that the teacher interacts more than the students in the class. The cause of students that are not active is usually because they are shy, afraid to make mistakes in class, less confident, lack vocabulary, and sometimes have difficulty understanding the material. Therefore, teachers should give them

room to express their idea and encourage them to be active. Moreover, teachers could apply students center approach to increase student's engagement in the teaching and learning process.

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