



Classroom Interaction in the EFL Speaking Class in Junior High School

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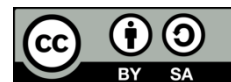
ABSTRAK

Proses belajar mengajar sangat bergantung pada interaksi yang terjadi antara guru dan siswa. Interaksi terjadi ketika dua mata pelajaran (guru dan siswa) berbicara. Tujuan dari penelitian ini adalah untuk menganalisis jenis interaksi yang dilakukan selama kelas berbicara, pembicaraan guru dan pembicaraan siswa. Penelitian ini menggunakan desain kualitatif dengan subjek penelitian adalah guru bahasa Inggris dan 35 siswa kelas 8 SMP Negeri 5 Singaraja. Data diperoleh dengan menggunakan observasi dan menggunakan sistem Foreign Language Interaction (FLINT) sebagai analisis data. Ada tiga alur metode analisis saat ini yaitu: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian mengungkapkan bahwa ada tujuh jenis interaksi kelas. Jenis - jenis interaksi kelas tersebut memiliki peran untuk mendukung keberhasilan proses pembelajaran. Persentase pembicaraan guru yang paling tinggi adalah guru-seluruh kelas dimana kelas hampir dilakukan dengan semua interaksi guru kepada siswa.

ABSTRACT

The teaching and learning process is very dependent on the interactions that occur between teachers and students. The interaction occurs when the two subjects (teacher and student) speak. The purpose of this study is to analyze the types of interactions that were carried out during speaking class, teacher talk, and student talk. This study uses a qualitative design with research subjects were English teachers and 35 students in grade 8 at SMP Negeri 5 Singaraja. The data were obtained using observation and using the Foreign Language Interaction (FLINT) system as data analysis. There were three current flows of analysis method namely: data reduction, data display, and conclusion/verification. The result of the study reveals that there were seven types of classroom interaction. Those types of classroom interactions have the role to support the success of the learning process. The highest percentage of teacher talk is in teacher-whole class which the class is almost done with the all interaction by the teacher with the students.

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1. INTRODUCTION

Speaking is one of the most important of the four skills (listening, speaking, reading, and writing), and those four skills can develop the language itself (Sadiku, 2015; Sharma & Puri, 2020). Besides that, to improve the language humans can practice everywhere and anytime (Nishanthi, 2018; Prasetyo, 2018). The practices also can be done in the classroom, practice carried out in the classroom are usually created based on conditions and situations for the students in the real world where speaking is a means to strengthen relationships and social contexts (Elismawati, 2018; Hwang et al., 2016; Istri Aryani & Rahayuni, 2016). The focus of English in the classroom is to make the students be able to use English in communication and as a tool for furthering their studies (Oradee, 2013). So the use of English practice in the classroom is to make the students habitual in communicating (Nair & Yunus, 2021; Praheto et al., 2020; Somdee & Suppasetsee, 2013).

In general, for student problems occur, language skills are complex skills so it takes a long time to develop these skills (Bayyurt et al., 2014; Ribeiro, 2015). The inability in communicating correctly happened because EFL students do not use the language in authentic situations (Johansson, 2020; Oradee, 2013; Sharma & Puri, 2020). So it will affect the students' self-confidence and then avoid communication (Almazova et al., 2021; Asrial et al., 2019; Ferri et al., 2020). The problems of students in mastering English speaking it cause by some factors such as inhibition, nothing to say, low participation, mother tongue use, low motivation, environmental factors, and lack of confidence (Efriana, 2021; Qrquez & Rashid, 2017; Yoandita, 2019). To be able to improve English speaking skills, interaction is needed regularly to use English because the interaction is the heart of communication (Brown, 1994; Canale, 2014). Interaction can occur anywhere as long as people communicate with each other and give each other actions and receive reactions, including in classroom settings

(Asrial et al., 2019; Madzlan & Mahmud, 2018). Classroom interaction occurs because of a two-way process between teachers and students in which both influence each other (Ryve et al., 2013; Susilawati et al., 2019). Also interaction in the classroom is included in the teaching and learning process.

Class interaction between teachers and students is the most important thing for the continuity of the teaching and learning process (Elismawati, 2018; Moetia, 2018; Sukarni & Ulfah, 2015). The right teacher talks carried out by a teacher can create a harmonious atmosphere in the classroom and the right teacher talks can also increase closer relationships with students so that there will be a lot of available interaction space (Marchetti & Cullen, 2015; Ryve et al., 2013; Soucy McCrone, 2005). Interaction is the heart of communication which means that in communicating with each other interaction is very necessary (Meganingtyas et al., 2019; Trinova, 2012). In the current era of teaching, teaching using communicative language is very often and effectively carried out in the classroom which creates the success of language teaching. Class interaction is an activity that produces a reciprocal effect between one or more people (teachers and students) from the exchange of thoughts, ideas, and feelings (Elismawati, 2018). Besides that, classroom management also greatly influences class interactions which can create good classroom interactions and also determine student learning outcomes (Kim, 2018).

classroom It is in line with the previous researcher that state teacher talk is the special and crucial language that use to address L2 students in the classroom (Sandra & Kurniawati, 2020). This means that teacher talk is important in classroom communication. It is also supported by another study that states the effectiveness of "good teacher discourse" in the classroom should be measured by how well it facilitated learning and promoted communicative interaction (Lei, 2009). Moreover, the students will get more language from the teacher's talk so language exercise that is both useful and applicable to the learner. Besides teacher talk, there are also students talk and the most participant in the classroom is students. Students' talk is the talk of students when imitating the teacher either in expressing ideas or giving opinions and criticisms of something (Sukarni & Ulfah, 2015). Based on preliminary data the processes in this student talk are imitating, recording, and expressing. Imitating what is done by students in this student talk is a process in which students imitate the teacher in expressing ideas or making comments. Then students will record things that are important and imprint them in their memories and then in the end they will express what they imitate and what they remember. Therefore the researcher is interested to analyze the types of interactions that are carried out during speaking class, teacher talk, and student talk.

2. METHOD

This research will conduct qualitative research to describe the phenomena of classroom interaction in EFL speaking classes. Qualitative research is an approach that allows you to examine people's experiences in detail, by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies (Hennink et al., 2020). This type will be used to figure out the phenomenon that happened in the classroom interaction. The research was conducted at SMP N 5 Singaraja. Located in Pengelatan Village, Buleleng Regency, Bali. The researcher chose this school because it is the most famous one of the schools in the Buleleng district. The subject of this study is an English teacher and one class namely VIII I which consists of 35 students as a sample. The object of this research is classroom interaction in the EFL speaking class in the teaching and learning process. This study used one instrument for the data collection namely observation. Besides that, the researcher uses a recorder to record the activity and the interaction that happened in the classroom, and then that data will be transcribed by the researcher. The researcher will conduct data analysis (Miles & Huberman, 1984), in which there were three current flows of analysis method namely: data reduction, data display, and conclusion/verification

3. RESULT AND DISCUSSION

Result

The researcher has done the observation in two meetings and each meeting was observed for 40 minutes. The data represent the resulting observation from the researcher to determine the intensity of teacher and student talk or initiation in EFL classes that are: teacher – whole class, teacher –an individual student, teacher – group members, then student-whole class, student – teacher, student – group member, student - whole class and other. The researcher represents the data from the observation which are seven types of classroom interaction that occurred in EFL speaking class. Teacher-whole class, the first type of classroom interaction is the teacher-whole class this interaction happened when the teacher greeted the students and checks their understanding. It also happened when the teacher gave some feedback on students' performances. Based on the observation, the teacher-whole class played a significant role in which the teacher stimulus the students about the material. The interaction begins with a greeting from the teacher, it also gives the teacher references to check the readiness of the students for the lesson. The students only say the word that usually they say when the class

begins which indicates that the students do not understand yet about the teacher's talk. But the teacher also does translation what she says because in SMP Negeri 5 Singaraja not use English Fully. Teacher-an individual student, this type of interaction is applied when the teacher wants to check the attendance or ask directly to the students. Also, it happened when the teacher corrects the students' statements or students' mistakes in pronunciation or grammar. Based on the observation, the teacher talks to the students to check their attendance and also with code-mixing. There also the teacher corrects the pronunciation of the students. It will give the other students an example of the correct pronunciation, so the other students will not same mistakes.

Teacher-group members, this type used by the teacher to divide the students into several groups which will make the students easier to do the homework or assignment. Based on the observation, the teacher talk to a group member to make a group consisting of two to share their thought to make one topic of a greeting card. In group work also the teacher controls the flow of the learning and the teacher only support the needs of the students such as being a translator or giving comment and suggestion to the group. Student-teacher, this type refers to the initiation of the students to interact with the teacher like asking something. It occurred in the second meeting when the students ask about the recount text material. The students try to interact with the teacher by asking about the kinds of stories that can be used in recounting text. Based on the observation, the students try to interact with the teacher which the students ask about recounting text. The students had felt to initiate their idea and discuss with the teacher in the script showed the student was initiated with asked based on the material that has been delivered by the teacher. Student-student, this type of interaction occurred when the classroom conducted the interaction and discussion with their friend. It usually happened with their seatmate when they discuss the topic that can be used. This is also usually done by the students than ask with the teacher. Based on the observation, the students try to interact with each other. It means that the students think they can solve their problem without the teacher or they feel scared if ask the teacher. They try to interact give and ask the information from each other.

Student-group members, this type is the interaction of the students with the group in the first meeting. It happened when the student communicate and share their work with the other group. Based on the observation data, showed that the student was trying to interact with the other group and share their work. It also gives the other students new knowledge from appearing group in front of the class. Student-whole class, this type is an interaction that is done by the student and also the teacher. The difference between student-group members also involves the teacher in it such as giving comments, suggestions or give questions. Based on the observation, the student presents their work in front of the class the teacher, and other students as an audience. These also help the student to build their confidence and interaction with others. The whole class can be supported students enough active in class, when they talk in front of the class the interaction automatically become improved.

Discussion

Based on the first observation, it is found that the classroom interaction occurred in class VIII I between the teacher and students. The types of classroom interaction that include in the category of teacher talk that measures the level of interaction in the classroom resulted in the amount percentage that determines who is more dominant in the classroom: Teacher-Whole Class 46%, Teacher-an individual student 42%, Teacher-group member 12%. While the types of classroom interaction that include the category of student interaction where students have a role in interaction with the teacher or among other students. The amount of student talk percentage is student-whole class 40%, student-teacher 20%, student-student 16%, student-group member 10%, and other that is silence and confuse 14%. Furthermore based on the second observation category teacher initiated there was teacher-whole class 45%, teacher-an individual student 45%, teacher-group members 10% then types of interaction student initiation like student-whole class 32%, student-teacher 21%, student-student 20%, student-group members 15% and other silence or confusion 12%. From those two times of observation in SMP Negeri 5 Singaraja at 8th Grade students actually in VIII I class, it was found that the types of classroom interaction categories of teacher talk and students talk as FLINT (Foreign Language Interaction) model for the observation categories (Brown, 1994). The teacher talk category in twice meeting shows that dominance of classroom interaction which the highest rate is Teacher-Whole class then followed by Teacher-an individual student, and Teacher-group members. While students talk the dominant classroom interaction is Student-whole class then followed by student-teacher, student-student, other silence or confusion, and student-group member.

It is in line with the previous study that this study aimed to develop a deep understanding of interaction in a language classroom in a foreign language context (Sundari, 2017). The effective interaction which happens in the classroom can increase students' language performance. Not only do students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. It is also supported by another researcher that analyzes talk types of an in-service teacher in an EFL classroom interaction by involving an experienced female EFL teacher at a senior high school level (Winanta et al., 2020). The result disclosed that from 12 talk types in the FLINT system, 9 types were used by the teacher. One of them 'praises or encourages' took place as the highest type. It denoted that the teacher appreciated the

students' effort to boost their learning motivation. Meanwhile, the least type used by the teacher was 'criticizes student behavior'. According to the interview result, the teacher rarely used criticism because she tried to keep the students' feelings mental. It can be concluded that the whole students are active in classes it showed in the percentage of Student-whole class and Student-teacher but there also sometimes the students are silent or confused about the interaction because they do not understand yet the teacher's language. Also in teacher talk, the teacher-whole class show that the teacher cares about the students when they give the students stimulus or invite the students to talk and interact beside that the percentage of a teacher-an individual student is almost at the same rate as the teacher-whole class it showed that the teacher cares about self-improvement of the students.

4. CONCLUSION

This study discovers the categories of talk spoken by the teacher and students in the classroom. There were also seven types of classroom interaction teacher-whole class, teacher-an individual student, teacher-group members, student-student, student-teacher, student group members, and student-whole class. Those types of classroom interactions have the role to support the success of the learning process. The highest percentage of teacher talk is in teacher-whole class which the class is almost done with the all interaction by the teacher with the students.

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