Classroom Interaction in the EFL Speaking Class in Junior High School

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A B S T R A K

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.

A B S T R A C T

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 study reveal that there were seven types of classroom interaction. Those types of classroom interaction have the role to support the successful of the learning process. The most high percentage of teacher talk is teacher-whole class which the class almost done with the all interaction by the teacher to the students.

1. INTRODUCTION

Speaking is one of the most important of the four skills (listening, speaking, reading and writing), which 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 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). Previous study state the focus of English in 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 classroom is to make the students habitual in communicating (Nair & Yunus, 2021; Praheto et al., 2020; Somdee & Suppasetseree, 2013).

In general, student problems that occur, language skills are complex skills so that it takes a long time to develop these skills (Bayyurt et al., 2014; Ribeiro, 2015). The inability in communicating correctly happened because of EFL students do not use the language in authentic situations (Johansson, 2020; Oradee, 2013; Sharma & Puri, 2020). So it will affect to the students' self-confidence then avoid the communication (Almazova et al., 2021; Asrial et al., 2019; Ferri et al., 2020). The problems of students in mastering English speaking it cause of some factors such as inhibition, nothing to say, low participant, mother tongue use, low motivation, environment factors, and lack of confidence (Efriana, 2021; Qrqez & Rashid, 2017; Yoandita, 2019). To be able to improve English speaking skills, interaction is needed on a regular basis to use English because 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. Previous study state 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, other research found that classroom management also greatly influences class interactions which can create good classroom interactions and also determine student learning outcomes (Kim, 2018).

It is in line with previous researcher that state teacher talk is the special and crucial language that use to addressing L2 students in classroom (Sandra & Kurniawati, 2020). This means that teacher talk is important in the classroom communication. It is also supported by other study that state the effectiveness of "good teacher discourse" in the classroom should be measured by how well it facilitated learning and promoted communicative interaction. Moreover, the students will get more language from the teacher talk so language exercise that is both useful and applicable to the learner. Beside teacher talk, there also students talk which the most participant in 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 (Lei, 2009; 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 in their memories and then in the end they will express what they imitate and what they remember. Therefore the researcher interesting to analyze the types of interactions that carried out during speaking class, teacher talk and student talk.

2. METHOD

This research will conducted qualitative research to describe the phenomena of classroom interaction in EFL speaking class. 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 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 famous one of school in 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 recorder to record the activity and the interaction happened in the classroom and then that data will be transcribed by the research. The researcher will conducted data analyze (Miles & Huberman, 1984), which there were three current flows of analysis method namely: data reduction, data display, and conclusion/verification.

3. RESULT AND DISCUSSION

Result

The researcher done the observation in two meeting and each meeting was observed in 40 minutes. The data are represent the resulted observation from the researcher to determine the intensity of teacher and student talk or initiation in EFL class 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 represent the data from the observation which are seven types of classroom interaction occurred in EFL speaking class.Teacher-whole class, the first types of classroom interaction is teacher-whole class which this interaction happened when the teacher greeted the students and checking the understanding. It also happened when the teacher gave a several feedback for students' performances. Based on the observation, teacher-whole class played a significant role which the teacher stimulus the students about material. The interaction begin

with the greeting from the teacher, it also give the teacher references to check the readiness of the students about the lesson. Actually the students only say the word that usually they say when the class begin it indicate that the students are not understand yet about the teacher talk. But the teacher also do the translation about what she say because in SMP Negeri 5 Singaraja not use English Fully.

Teacher-an individual student, this types of interaction applied when the teacher want to check the attendance or ask directly to the students. Also it happened when the teacher correct the students' statement or students' mistake 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 correct the pronunciation of the students. It will give the other students an example of the correct pronunciation, so for the other students will not same mistakes.

Teacher-group member, this types used by the teacher to divided the students into several group which will make the students easier to do the homework or assignment. Based on the observation, the teacher talk to group member to make a group consist of two to share their thought to make one topic of greeting card. In the group work also the teacher only control the flow of the learning which the teacher only support the needs of the students such as being translator or give a comment and suggestion toward the group.

Student-teacher, this types refers to the initiation of the students to interact to the teacher like ask something. It occurred in the second meeting when the students ask about the recount text material. The students try to interact to the teacher like asking about kinds of story that can be used in recount text. Based on the observation, the students try to interact to the teacher which the students ask about recount text. The students had feel to initiate their idea and discuss with the teacher in the scrip showed the student was initiated with asked based on the material that have been delivered by the teacher.

Student-student, this types of interaction is occurred when the classroom conducted the interaction and discussion with their friend. It usually happened with their seatmate when they discuss about the topic that can be used. This also the usually done by the students than ask with the teacher. Based on the observation, the students try to interact to 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 to each other.

Student-group member, this types is the interaction of the students with the group in the first meeting. It happened when the student communicate and share their work to the other group. Based on the observation data, it showed that the student was trying to interact with the other group and share about their work. It also give the other students new knowledge from appear group in front of the class.

Student-whole class, this types is an interaction that done by the student and also the teacher. The difference between student-group members, it also involves the teacher in it such as give comments, suggestions or give the questions. Based on the observation, the student present their work in front of the class which the teacher and other students as an audience. These also help the student to build their confidence and interaction with the other. The whole class can be supported student 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 by the teacher and students. The types of classroom interaction that include in category of teacher talk that measure the level of interaction in the classroom resulted the amount percentage that determine who are 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 student have role to interaction with teacher or among another student. The amount of student talk percentage that are: 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 were 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; Sukarni & Ulfah, 2015). The teacher talk category in twice meeting show that dominance classroom interaction which the highest rate is Teacher-Whole class then followed by Teacher-an individual student, and Teacher-group members. While in students talk the dominance 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 previous study that the aim of this study was to develop a deep understanding of interaction in language classroom in foreign language context (Sundari, 2017). The effective interaction which happens in the classroom can increase students' language performance. Not only 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 other 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 really 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 and mental.

It can be conclude 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 silence or confuse about the interaction because of they do not understand yet about the teacher language. Also in teacher talk, teacher-whole class show that the teacher is care about the students when they give the students stimulus or invite the students to talk and interact beside that the percentage of teacher-an individual student almost in same rate with the teacher-whole class it showed that the teacher is care about self-improvement of the students.

The implications of this study provide an overview related to Classroom Interaction in the EFL Speaking Class in Junior High School. This research is useful for teachers especially EFL English teachers at the junior high school level as a reference for how to interact in class. However, this research is still limited. One of the limitations of this research lies in the research subject which only involves students in one class as the research sample. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to Classroom Interaction in the EFL Speaking Class in Junior High School.

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 interaction have the role to support the successful of the learning process. The most high percentage of teacher talk is teacher-whole class which the class almost done with the all interaction by the teacher to the students.

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