

Teacher's Reflection of the Classroom Interaction Pattern in English Language Teaching Practices

IkaKholifatulMar'ah

SLTPN II Kalitidu, East Java, Indonesia

Letjend. H. Soedirman, Bojonegoro, Jawa Timur, Indonesia.

Abstract: The current research is aimed to find out the patterns of interaction taken place. It was qualitative case study conducted through teacher's reflection during the teaching and learning process. The participants were an English teacher of junior high school in sub urban school and twenty two students. To gain the data teacher's observations were conducted to get the data of the pattern of classroom interaction. The data were analysed by using the interaction analysis system adapted from Flanders, 1970. The result revealed that the interaction produced the patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. The study recommended to build interactive and communicative teaching-learning activities involving more interaction and participation among the students

Keywords: Interaction pattern, Flanders 1970, Teacher's reflection.

1. Introduction

Considering that there are two kinds of communication type taken place in the classroom (verbal & non-verbal). [1] states that teacher's language should include both verbal and non-verbal language. Verbal interaction covers written interaction and oral interaction. Meanwhile, non-verbal interaction refers to behavioral responses in classroom without using words such as head-nodding, hand-raising, and so on. Interaction in the classroom considered able to promote teacher and student involvement, enhance learning, and motivate students. It also promote teacher and students communicative behaviour as they work together to achieve learning goals. Whatever purpose they bring into the classroom, the outcome is a co-production by both the teacher and the students who jointly manage interaction as well as learning [2].

Moreover, when the students are engaged in direct classroom activities, they will learn better. The students who are active in classroom through taking turns may develop their language. Meanwhile, those who are passive in classroom will have less opportunity to learn language. It is clear that the active role between teacher and students is needed to create a good interaction in the classroom. They should actively engage in the communication event or interaction in classroom. Therefore, the quality of teaching and learning In teaching process, the teacher may set a topic and material, give directions, give and take the responses, determine who contributes in teaching and learning activities, provide feedback to the students, and so forth in order to make the students get the output effectively.

The current study tried to explore the interaction pattern taken place among teacher and students in the classroom setting. In addition, Flanders Interaction Analysis Categories (1970) was used to analyse the data. FIAC (1970) is a system of classroom interaction analysis and became widely used for many researchers to analyse the interaction between teacher and students during the teaching and learning process in the classroom. Seven categories are used to categorize various aspects of teacher talk; two are used to categorize student talk; and one is used to categorize silence or confusion. The following table is FIAC categories suggested by Flanders as quoted by [3]. Classroom interaction analysis refers not to one system, but to many systems for coding spontaneous verbal communication, arranging data in a useful display, and the analysing the results in order to study patterns of teaching and learning. Each system is essentially a process of encoding and decoding, i.e., categories for classifying statements are establishing, a code symbol is assigned to each category and a trained observer records data by jotting down code symbols. Decoding is the reverse process: a trained analyst interprets the display of coded data in order to make appropriate statements about the original events which were encoded [4].

2. Method

In this research, the researcher used a qualitative research in form of case study. According to [5], a case study is as a qualitative approach which investigates a contemporary phenomenon within its real-life context and the boundaries between phenomenon. In this research, a case study was appropriate to be applied

because the researcher explored in depth the classroom interaction. It is used for some reasons. First, it was conducted since the focus of this research was to explore and describe the phenomenon in the real life context.

The phenomenon meant the classroom interaction which occurred between teacher and students or among students themselves during teaching and learning process. Second, conducting this research enabled the researcher to get the detail information about the patterns of interaction which occurred between teacher and students or among students themselves in the classroom. In this research, the researcher observed the classroom interaction during the process of teaching and learning. The researcher applied participation observation.

The researcher play a role and also communicate with the participants being observed. The researcher had effort to control the process of teaching and learning process and observed and recorded the classroom interaction naturally. The subjects of this research were selected by using purposive sampling. In purposeful sampling, researcher intentionally selects individuals and sites to learn or understand the central phenomenon [6]. The researcher used this technique because she would find out the data as much as possible through some sources to the needs and purposes. The data then analysed descriptively through content-theme analysis by coding, categorizing, synthesizing, and concluding.

3. Findings and Discussion

3.1 Findings

The patterns of interaction are described for two observations. In the first observation, the material used by the teacher was 'expressing intention'. The patterns of interaction occurred are choral responses, closed-ended teacher questioning (IRF), collaboration, and student initiates-teacher answers. *First*, choral responses pattern occurred when the teacher greeted the students by saying '*good morning class!*' and the students responded with '*morning*'. After checking students' attendance, the teacher told about today's teaching material. Here, choral responses pattern occurred when the teacher asked the students about what they wanted to be in the future. The following excerpts are one of the examples of choral responses pattern:

Teacher *I just want to know who wants to be racer?*
Students *No!*
No one. The manager of the racer?
Student *No! (Laughing)*
No one. The journalist of the race match?
Students *No one.*

(Observation 1: 24/10/2019)

Next, when the teacher played a short video about a movie, choral responses pattern also occurred when the teacher paused the video for a while and asked question about the movie watched. The other choral responses pattern occurred when she asked the students whether they had finished their work. The following excerpts are another example of choral responses pattern:

Teacher *OK, can you guess who is beggar? Who is the beggar?*
Students *A child.*
Teacher *OK, a child. Really?*
Fty *Maybe.*
Teacher *Maybe?!*
Students *No... No... No...!!!*

(Observation 1: 24/10/2019)

Secondly, closed-ended teacher questioning (IRF) pattern occurred when the teacher gave some reflections on the short movie that they watched. This pattern showed how the teacher initiated to ask a question; the students gave response to the teacher's question; and the teacher gave feedback. The following excerpt is one of the examples of this pattern:

Teacher *... I just want to know your opinion when the man, soup seller, gives the soup and then gives the money to the boy, OK, can you-can you imagine that he wants to ask the return?*
Students *No...!*

Teacher *OK. So, from this ... we can learn that we do it in good intention, OK, good intention, we will have the return in the good things too. Ya?*

(Observation 1: 24/10/2019)

The third is collaboration pattern. It occurred when the teacher gave the students a warmer activity like a game. In the expressing intention material, the students had to do a warmer activity to discuss the picture of four interesting places with their friend. From the warmer activity, she asked the students to describe all the pictures and choose one of their favorite places and give the reason. He chose the student's pair or partner by himself. He also gave time-limited for them to do this warmer activity in for about ten minutes and he asked them to deliver their work in front of the class after finishing it. In this activity, the students looked serious to accomplish their task. They once asked to the teacher about something that they did not understand yet. She walked around the class for monitoring and assisting when necessary. When time was up, She called some pairs to come in front of the class to read their work in turn. This is one of the excerpts of collaboration pattern:

Esw *Good morning, ladies and gentlemen. We are from the third emm the third team will describe all the pictures.*

Fgw *For the first, I think people visit beach because at beach we can see scener---scenery freely. I think people visit it because they can forget all their problems and enjoy games..*

Teacher *Good! next!*

Esw *So, emm we go to the mall and mountain. Emm first, we go to the mall. Why people like visit the mall because it is cool-cool place so it is comfortable*

(Observation 2: 30/10/2019)

The last pattern is student initiates-teacher answers. This pattern occurred when the student thought for questions and asked it to teacher directly and then teacher gave response to answer student's question. The following excerpts are the example of this pattern:

Esw *Describe all or ... ?*

Teacher *You describe all.*

Esp *Wahana permainan apa, pak? Wahana permainan?*

Teacher *Play zone.*

Ew *Ini kelompok Pak? Kelompok atau individual?*

Teacher *Your previous pair.*

(Observation 2: 30/10/2019)

From the table above, it is seen that the teacher still dominates the classroom. The teacher frequently gives directions and asks question. Although the class is still dominated by the teacher, it does not mean that the students are passive. The students seems to be active since the teacher sometimes uses interactive and communicative activities such as game, exercises, and discussion to raise the students' interaction and participation. These activities can be done individually, in pairs, or even in groups. These activities also refer to the student-centered because the students are forced to get involved actively. From two observations, the patterns of interaction that emerge during teaching and learning process are almost the same.

The teacher always gives learning activity which can increase student awareness to actively talk in the classroom. The teacher sometimes asks question which can make students answer chorally, answer with different ideas, and so forth. The patterns of interaction which occur in the first observation are choral responses, closed-ended teacher questioning (IRF), collaboration, and student initiates-teacher answers. Meanwhile, the patterns of interaction in the second observation are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, and open-ended teacher questioning. In short, the patterns of interaction which emerge from the first class of the tenth grade are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration

3.2 Discussion

The research findings show that the patterns of interaction during teaching and learning process which emerge from the first class and the second class are not fully dominated by the teacher because the students also actively participate in teaching and learning process. Two teachers in this research emphasize student-centered, relying heavily on hands-on activities, group work, peer work, individual work, projects, and discussion to engage students and encourage active participation. The patterns of interaction during teaching and learning process in this research occur between teacher and student or student and student.

These result is similar to [7]. statement which is that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. The term of interaction implies an action-reaction or a two-way influence which may be between individuals (e.g. student-student or teacher-student) or between an individual and a group (e.g. teacher-audience) or between materials and individuals [8].

Based on the data, there are seven patterns of interaction which come up in the first class are the patterns are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. On the other side, the collaboration pattern is the only pattern which never emerges in the second class. So, the second class has six patterns of interaction are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, and open-ended teacher questioning.

Firstly, a learner-centered activity such as group work, which forces students to talk to each other spontaneously, ask each other questions, and respond in a natural way, is one of example how this might be practiced. In group work pattern, the students are given a group task in doing learning activities like playing game and doing a task from the book. To support it, [9] assert that group work activity is a good way to change the traditional teacher talk that dominates the class. Besides, [10] states that when students are working together in English, they talk more, share their ideas, learn from each other, get involved more, feel more secure and less anxious, and enjoy using English to communicate. [11] also notes that assigning roles to group members can help students learn to take responsibility for managing and evaluating what happens during the task and also promote positive group dynamics.

The second pattern of interaction is choral responses. The choral response occurred when the teachers gave pronunciation practice to the students and asked a general question so that all students can guess the right answer and say it chorally. In pronunciation practice, the teacher asks them to hear it first and then repeat to pronounce it in a chorus at the same time. In general, choral responses from the students are common in English lesson. The choral answers are responses to teacher's statements, questions, or directions. The students use choral responses as a means of assuring the teacher that they understand the lesson given. The negative side of choral responses, however, is that some students may go with the flow and the teacher may think that every student has understood the lesson material. Thus, it is supported with [12]. He says that chorus answer refers to the safe talk for both the teacher and the learners, in that the teacher accepts the answers without finding out whether every learner understands the lesson.

The next pattern is closed-ended teacher questioning (IRF). Closed-ended teacher questioning (IRF) pattern shows how the teacher initiates to ask a question, students give response to teacher's question, and teacher gives feedback. The IRF is often 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 [12] suggested that closed-ended teacher questioning (IRF) is the usual solution.

Another pattern is individual work. This pattern occurred; for example, when the teacher asked the students to do the exercise from the book. The students have to do this exercise by themselves. The next is student initiates-teacher answers. The pattern occurred when the students were curious about the lesson or something else and asked it further to the teacher without teacher's command and then teacher gives response to answer student's question. The other pattern is open-ended teacher questioning. The teacher asks a question in which there are a number of the possible right answers.

The last pattern is collaboration. The collaboration pattern is also well-known as pair work pattern. It occurred when the students work in pair to do the activity or task given by the teacher. The activity that is used by the teachers is in line with what [8] mentions. He mentioned that there are several types of activities for working in pairs such as ice-breaker or warm-up activities. Wallace, Stariba, and [13] note that frequent collaboration gives chances to the students in communicating meaningful ideas one another and being active learners. To strengthen it, [14] argues that collaboration pattern seems to be a good idea for teachers to give a communicative activities because it immediately develops the amount of student practice. In short, collaborative work often exerts a beneficial effect on task performance In conclusion, the learning activities used by the teachers might emerge some patterns of interaction. The teacher should consider in developing and increasing

those patterns in their classroom. By using game, exercises, and discussion, they might raise the students' interaction and participation or increase student awareness to actively talk in the classroom. The learning activities should be done with variation way by using interesting material from English handbook or other sources.

4. Conclusion

The research findings show that the patterns of interaction during teaching and learning process which emerge fully dominated by the teacher because the students less participate in teaching and learning process. The teachers in this research emphasize student-centered, relying heavily on hands-on activities, group work, peer work, individual work, projects, and discussion to engage students and encourage active participation. Based on the data, there are seven patterns of interaction which come up in the class are the patterns are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration.

5. References

- [1]. Meng, X. & Wang, X. (2011). Action Study of Teacher's Language on EFL Classroom Interaction. *Theory and Practice in Language Studies*, 1(1), 98-104.
- [2]. Zhang, P. (2012). Interactive Patterns and Teacher Talk Features in an EFL Reading Class in a Chinese University-A Case Study with Communicative Teaching Method. *Theory and Practice in Language Studies*, 2(5), 980-988.
- [3]. Richards, K. (2003). *Qualitative Inquiry in TESOL*. Aston University: MacMillan.
- [4]. Communicative Teacher Talk in the English Classroom. *English Language Teaching*, 2(1), 75-79.
- [5]. Yin, R. K. (2003). *Case Study Research: Design and Methods*. London: SAGE Publications.
- [6]. Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition)*. New Jersey: Pearson.
- [7]. Brown, J. D. (2000). *Principles of Language Teaching and Learning (The 4th Edition)*. White Plains, New York: Longman.
- [8]. Sadeghi, S., Ketabi, S., Tavakoli, M., & Sadeghi, M. (2012). Application of Critical Classroom Discourse Analysis (CCDA) in Analyzing Classroom Interaction. *English Language Teaching*, 5(1), 166-173.
- [9]. Meng, X. & Wang, X. (2011). Action Study of Teacher's Language on EFL Classroom Interaction. *Theory and Practice in Language Studies*, 1(1), 98-104.
- [10]. Jones, L. (2007). *The Student-Centered Classroom*. Cambridge: Cambridge University Press.
- [11]. Bentley, K. (2007). STT: Student Talking Time. How Can Teachers Develop Learners' Communication Skills in a Secondary School CLIL Programme?. *Volumen Monografico*, 129-139.
- [12]. Cullen, R. (1998). Teacher Talk and the Classroom Context. *ELT Journal*, 52(3), 179-187.
- [13]. Hall, J. K. & Verplaetse, L. S. (2000). *Second and Foreign Language Learning Through Classroom Interaction*. Mahwah, N.J.: Lawrence Erlbaum
- [14]. I.I.T Rohmah (2017). Classroom Interaction in English Language Class for Students of Economics Education. *Arab World English Journal (AWEJ)*, 8(2), 192-207.https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3005587