Classroom Interaction Patterns in EFL Classroom at Jakarta Intensive Learning Centre (Jilc)

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Abstract

This study aims at revealing what are the interaction patterns, interaction exchanges, and impacts of interaction in EFL Classroom. The samples of this study are the teacher and students of junior high school in one of the courses in Makassar, namely Jakarta Intensive Learning Centre (JILC). The approach employed in this study is qualitative approach. The type of this study belongs to discourse analysis (DA). Data collection of this study was conducted through (1) recording, (2) observation, and (3) interview. The study findings shows that the used of teacher students pattern as the dominant pattern that the teacher applied. The knowledge exchange is the dominant exchange that the teacher applied in classroom, it depends on the material that the teacher transferred for her students. The study finding shows the positive impacts from interaction that the teacher applied in EFL Classroom.

Keywords: *classroom interaction, exchanges, patterns,*.

Introduction

English is one of the subjects in Indonesian curriculum in so many years.

The practice of English language teaching, which is taught as English as foreign language (EFL) in Indonesia, has also experienced continuous developments in many aspects from the method and evaluation. The government and the administration that have authority in education stated that the development of English and learning process is a better language achievement, year by year, but the graduate of the school got poor score. Moreover, the score of final examination as a standard of evaluation in Indonesia, it has been found that it has manipulated in any ways (Listia and Kamal, 2009:1). Therefore teaching and learning English is one of the unity of language curriculum which cannot be separated one by one.

As a subject in a curriculum the development of teaching methods have increased in study aspects. But teaching method is not the only one factor that should be the successful of teaching and learning process. There are some factors that we should consider in effective teaching and learning process thus, the objective of teaching and learning can be achieved.

In achieving the goal of curriculum, there are many factors that must be viewed and applied. One of those factors is by applying good teaching and learning atmosphere. The way that make a good atmosphere in teaching and learning process is by using the appropriative interaction (Lubis: 2009). Because interaction is the one of the factors that should be considered by the teachers to make an effective process of teaching and learning process, it is urgent to do the study relate with implicated interaction in classroom. From the previous problem, it is fundamental to include all the elements of language teaching and learning to be success in achieving the goal of language curriculum. Therefore, the interaction pattern and kinds of interaction exchange in language teaching and learning process should be involved to develop students understanding, thus the objective of curriculum can be achieved.

There are some previous studies state that the fundamental of classroom interaction patterns. Ellis (1994) states that the input to learners comes from the interaction between learners and their teachers/native speakers or between learners. So, it also explains how language acquisition occurs and which kinds of interaction can best facilitate it. Hussain and Baksh (2011) state that classroom interaction leads to the students' success and contributes a lot to an effective classroom teaching and classroom climate. From the previous studies above, it is summarized that it is required to know what interactions pattern and exchange on teaching and learning process in classroom EFL which exist. Therefore, the teacher can use the effective pattern in interaction to teach the students. From the result of this study, this study wishes all actors in academic field can make effective interaction, thus the process of teaching and learning English can run well.

Classroom interaction pattern involves individual and group where they usually get communicate each other, in this case they involves themselves in

context which is called social interaction (Banner in Nisyirina (2007:22). Therefore, the interaction in classroom is same with the interaction in social context. Classroom interaction pattern has long been investigated and it is worth being studied because their great impact on either facilitating or inhibiting students' language acquisition. Traditional language classroom interaction usually characterized by a rigid pattern, particularly the acts of teacher in the process of teaching and learning. Teachers in this case are usually the ones who select and initiate topic for conversation and restrict students' responses. Thus, having a look at such phenomena it is found that teachers still take most dominant role in the lessons. This is because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable responses can be avoided(Edwards & Westgate, 1994).

Rahayu (cited in Ma'ruf : 2011)proposes four of classroom interaction pattern that is based on the reality in teaching and learning process. The teaching process are:

1. The process of knowledge transfer from the teacher to the students. This process proposes one way communication or one way of classroom interaction pattern, it can be shown in the following figure.

TEACHER	⟶	STUDENTS

2. The process of making the students know the way of learning. This process makes the teachers role the knowledge transmitters and also as facilitator for students. Students have opportunities to ask the question, share the ideas with the teacher.
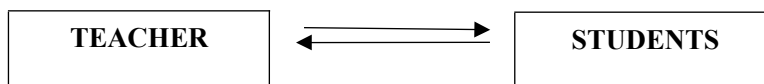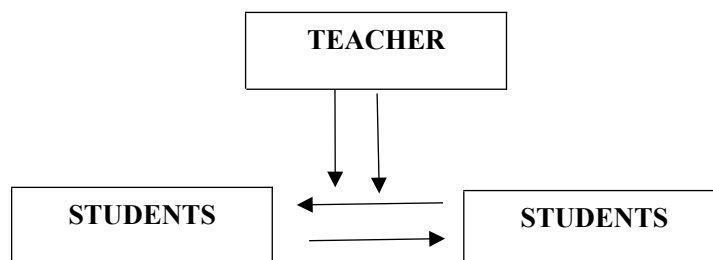
TEACHER	⇄	STUDENTS

3. An interactive process between teacher and students; students and students. This interaction is the real that exists in the classroom.

TEACHER	⟶ ⟵	STUDENTS
STUDENTS	⟶ ⟵	STUDENTS
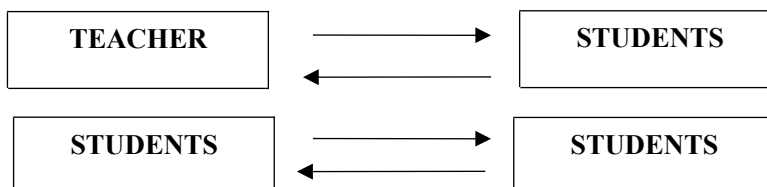
4. An interactive process between teacher and students and vice versa in term of consultation. This pattern shows that not only the

teacher as facilitator in teaching and learning process but the students also as the facilitator in teaching and learning process.

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            │   TEACHER    │
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Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in carious contexts to "negotiate" meaning or simply stated, to get an idea out of one person's head and intro the head of another person and vice versa. From very beginning of language study, classrooms should be interactive.

Classroom interaction exchange is the kinds of the utterance that the teacher and students talk in the classroom. Suherdi (2009) classified classroom interaction exchange into three kinds of exchanges, they are knowledge exchange, action exchange, and skill exchange. Each kinds of exchanges are classified into some of categorized. In this case, this study symbolized all the categorized that are in the exchanges. The aim of this way is to make easy to analyze the data. The following paragraph explores about each exchanges. According to Suherdi (2009) classroom interaction exchanges are: (a) Knowledge exchange is the practical problem of transferring knowledge from one part of the organization to another such as teacher to students. Like knowledge management, knowledge transfer seeks to organize, create, capture or distribute knowledge and ensure its availability for future users. It is considered to be more than just a communication problem, (b)Action exchange is the action of the students from teacher's instruction to do something in teaching and learning process. From the instruction the teacher hopes the students can respond what her/his command by action. The responds of the students is the main factor of the successful of action exchange, (c) Skill exchange is the process of transfer the teacher's skill such as how to speak well in language subject. This exchange always uses small simulation for the students after they have been told about the skill by the teacher. For language class is dominant in speaking and writing skill.

This study explores about the interaction pattern and kinds of interaction exchange in EFL classroom. The objectives of the study are: (a) to find out the

interaction pattern in EFL classroom, (b) to find out the kinds of interaction exchange in EFL classroom, (c) to find out effects of classroom interaction patterns in EFL classroom.

Method

This study is guided by pedagogical microscope in systematic approach. Since this study has goal that to reveal the classroom interaction pattern, the pedagogical microscope instrument has been used in analyzing this study. The subjects of the study are the teacher and the students at Jakarta Intensive Learning (JILC) course in Makassar. For the teacher, there is one subject of this study and teaches in class VIII. She is an English teacher who is taken by purposively. The study decided to choose the teacher because she is one of the professional teacher whom many students request her to teach in their class. This study uses discourse analysis to processed the data. Recording and interview are the instruments that used to observe classroom interaction pattern, classroom interaction exchange, and the impacts of classroom interaction. Technique of data analysis is conducted in answering the study questions. It is the form of study finding. In this study, there are two kinds of data that were provided. The data are the data from recording and the data from interview.
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Results

This study found that it shows that the domination of interaction pattern that applied in EFL classroom is teacher ⟷ student pattern by 212 amount of pattern. Teacher ← students pattern is an ideal classroom interaction pattern because it doesn't include text book. There are some advantages in using teacher student pattern, they are: students actively plays role in decision making, teacher works with the students rather doing things to them, and the students are actively involved throughout the day. It means from the recapitulation that counted from three recordings, the kinds of classroom interaction pattern that is applied in EFL classroom is accordance.

This study also found that the total of interaction exchanges from three recordings and observations. From three recordings and observations, there are 421 exchanges including 250 knowledge exchanges, 38 action exchanges, and 133 skill exchanges in interaction of EFL classroom. It is elaborated by 250 knowledge exchanges which are divided into 125 in form of students' respond towards teacher's actual question (K1) and some of them in form of teacher's explanation (K1); there are 59 exchanges in form of teacher gave actual question (K2); there are 23 knowledge exchanges in form of teacher gave display question (K3); there are 12 knowledge exchanges in form of teacher's or students' comments on K1 (K4); and there are 31 knowledge exchanges in form

of teacher's or students' comments on K4 (K5). While from the action exchange there are 6 action exchanges in form of teacher gave action example and students responded of teacher's instruction (A1); there are 17 exchanges in form of teacher asked students to do non scored action and students responded of teacher's instruction (A2); there is 1 action exchange in form teachers ask students to do an action (A3);there are 6 action exchanges in form of teacher's or students' comments on A1 (A4); and there are 8 action exchanges in form of teacher's or students' comments on A4 (A5). The amount of action exchange from observation in recording one is 38 action exchanges. And the last is skill exchanges which divided in some forms. There are 133 skill exchanges which are divided into there are 53 skill exchanges in form of teacher gave example of language communication/student do language communication based on teacher request (S1); there are 15 skill exchanges in form Teacher asked students to do non scored language communication/students to do language communication on teacher instruction/student asked teacher to give an example of language communication (S2); there are 46 skill exchanges in form of Teacher asks students to do action.(S3); there are 10 skill exchange in form of Teacher/students comment on S1 (S4); and the last there are 9 skill exchanges which is in form comment on comment on. From the data above it shows that the dominated exchanges that the teacher used knowledge exchange in interaction in EFL classroom. It is proven from the recapitulations which there are 250 knowledge exchanges that this study found from observation. The action exchange is the least exchanges from others exchanges.

The interview reported that not all the students want to interact directly. They need facilitator to make the interaction started. It is proven when the teacher said,' The very hard part that I faced in interaction is to make the students speak up. I usually ask them question to stimulus the students in interaction. The students here, must be given stimulus to speak up and the limited vocabularies makes the students less speak in English'. It means there is difficulty that the teacher faced in make the students communicate; it will be the negative impacts for the students. Teacher has to be motivator in applying good interaction in EFL classroom.

Discussion

The data of classroom interaction pattern from the finding shows that the teaching and learning process in the classroom interaction uses some kinds of interaction patterns. It shows from the way that the utterances between teacher and students, students and students, and teacher and learning resources. The classroom interaction patterns describes that the dominant patterns of classroom interaction from data presentation above is almost tendency to teacher - students pattern. It is revealed by the percentage from the data that this study found. There is 96% of the application teacher-students pattern.

According to Thomas (1988) states that teacher students pattern is an ideal classroom interaction pattern through it is without the present of text book. Snell (1999) in his study concluded that though this pattern because he states that the students were eager with communicate with the teacher. It means that the EFL Classroom at JILC that the study observed has good interaction.

The data presentation from the three recordings and observations above reveals that negotiation exchanges which consists of teacher's activities in asking the students actual question (K2) , display question (K3) , the teacher activities in asking their students to a non-scored   action language communication (S2) ,and the students responds on the teacher's instruction are 91%. The presentation above also reveals that the non-negotiation exchanges are 9%. According to Suherdi (2009), it means that most of the classroom activities occurred interactive interaction. It is proven by the result of observation states that almost students can communicate in teaching and learning process. Through pedagogical microscope as an instrument, the question is answered as follow, the three types of exchanges (knowledge, action, and skill exchange) that were analyzed as found the interactive communication in focusing the classroom into knowledge transfer. It is based on the fact almost 62% from the total of exchanges are in form of knowledge exchanges. Suherdi (2009:78) states that when teacher gives stimulus for the students and the students can respond stimulus, therefore it can create the good or interactive interaction among all the actors in classroom. In this case, the data from all recordings and observations above reveal that the classroom has good interaction by using three exchanges. They are knowledge, action, and skill exchanges.

The interview reported that the impact of the interaction that the teacher has applied in EFL classroom. After Observation, the teacher concluded that almost the students can communicate in English although it is word, phase, or sentence. It means that the teacher used good interaction in teaching English as foreign language. It is proven with the percentage of students who can communicate by using English is more than students who do not communicate in English. In this case, the interaction that has been applied in EFL classroom creates positive impacts especially for students in getting good achievement in English. Moreover, the students got more confidents from interaction that applied in classroom. According to Thomas and Malamah (1988) state interaction is more than action, interaction means acting reciprocally, acting upon each other. From the interaction, the students can be hoped to goals the goals of teaching and learning. The goals of teaching and learning are not only from getting material but also the attitude that teacher transfers to the students is very essential. Therefore, from this interaction the teacher can be able to transfer both of them because the students can be confidents to argue or make opinion about something. It concludes that in this case, the interaction in EFL classroom at JILC creates the positive effects to students in learning English as

foreign language.

Conclusion

This study found that it shows that the domination of interaction pattern that applied in EFL classroom is teacher-student pattern by 212 amount of pattern. This study also found that the total of interaction exchanges from three recordings and observations. From three recordings and observations, there are 421 exchanges including 250 knowledge exchanges, 38 action exchanges, and 133 skill exchanges in interaction of EFL classroom. In addition, the interaction in EFL classroom at JILC creates the positive effects to students in learning English as foreign language.

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