

# Perspective of teacher and second grade student's towards interaction in EFL classroom

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## ARTICLE INFO

### Article history

Received

Revised

Accepted

### Keywords

Classroom interaction

Junior high school students

EFL classroom

Qualitative research

## ABSTRACT

The purpose of this article was to analyze the pattern of interaction in the EFL learning classroom. Observation, field notes, transcription, and a semi-structured interview were used to collect data. One teacher and thirty students participated in this study to analyze the typical interaction that they have in the classroom and the cause for that interaction. The study's findings were presented in the form of a description and interpretations of the interaction. The results showed that both teacher and learners admitted that they have interaction between students and teacher and also students and other students. Teacher and students realize that interaction in the EFL classroom is important, however the reason behind the interaction is various. The interview shows that the interaction that initiated by teacher are lecturing, checking the students, understanding, grabbing students attention, checking the students attendance, giving praises or encourages, asking questions and opinion, giving direction, reminding material. The kind of interaction that students do are discussing the material, asking and answering questions, and silent or body movements.

## 1. Introduction

Classroom interaction is researched from the standpoint of social interaction in order to uncover the strategies that instructors and students employ to conduct classroom activity (Koole, 2015:36). Interaction is becoming increasingly crucial in learning language, given the requirement for pupils to practice utilizing the words they have acquired and enhanced their vocabulary. This is especially significant while learning a new language as a foreign language. Brown describes interaction as the collaborative interchange of ideas, feelings, or ideas between two or more people that has a mutual impact on one another (Brown, 2000). Humans are verbal, use their bodies for varied movements, and send information through facial expressions, but they have enlarged these three basic ways by introducing the element of representation. As a result, both voice and gesture may be visually or symbolically represented and transmitted outside of their immediate surroundings (Broughton et al., 2002).

Language is primarily employed for information exchange as well as the establishment and maintenance of social connections (Hadiani, 2012). In China, communicative language education has become a national curriculum requirement (Chen & Wang, 2014). In Japan, interactive EFL classroom learning occurred, despite the fact that there are several obstacles that might inhibit the learners' performance to actively exercise their English abilities, such as a lack of desire to use English in daily conversation or nervousness about using a foreign language (Maftoon & Ziafar, 2016). Nonetheless, speaking is by far one of the hardest skills to master since pupils must focus on pronunciation, fluency, and correctness. It may be argued that speaking in a language school is not always easy. With such rationale, the instructor and students must communicate in the classroom, because it is not an effective approach in a learning process if one of the parties dominates the other participants. For example, a teacher should ask the student if they understand the material she/he has

explained. The process of assigning and transmitting meaning in order to reach shared understanding is referred to as communication (Daulay, 2019). The communication abilities are intended to equip the learner to independently present their ideas to the persons with whom they are conversing. There are various reasons to pay attention to a student's speaking abilities. For starters, completing interaction or communicating exercises allows students to practice real-life speaking in the classroom. Second, when interacting in the classroom, students can offer feedback to the other participants, which include the teacher and classmates, to determine their strengths and weaknesses in speaking English. An interesting classroom affects the successful of teaching learning process (Maknun, 34). When students and teachers can participate actively in the classroom, it is considered a success teaching and learning activity (Ulan, 2017). The communicative approach to language education implies that activities allow learners to use language to communicate meanings without emphasizing accuracy (Carter & Nunan, 2002). This would improve fluency and encourage students to think creatively about how they could communicate using their language knowledge.

The research on visible components of classroom interaction is separated into three categories: input, interaction, and output. Input refers to the language used by the teacher, output refers to the language developed by learners, and interaction refers to the interaction between input and output that does not presuppose a direct cause and effect link between the two (Carter & Nunan, 2002). Teaching speaking in the class is always intended to lead in communicative activities that allow for the formation of individual interactions between teacher and students as well as student to student (Daulay et al., 2021). According to earlier studies conducted by Chaudron (1988), while speaking with students, teachers frequently communicate slower, use simple syntactic structures, stronger pronunciation, clearer articulation, many more repetitions, and use more basic vocabulary than when conversing with native speakers. Effective teacher-student interactions can boost students' motivation and passion for their studies. (Rivera Munoz et al., 2020). Effective teacher-student interactions can boost students' motivation and passion for their studies (Kattington, 2010). Instead of presenting curriculum, interactions between instructors and students would be concentrated on exploring resources, providing assistance, providing feedback, constructing scaffolding, and questioning ideas (Kattington, 2010).

Students are more inclined to respond to and learn from their classmates than parents or teachers. There is significant evidence that peer learning outperforms formal schooling (Kattington, 2010). Effective learning, like efficient employment, is collaborative and sociable rather than competitive and solitary. Collaboration improves involvement in learning. Sharing one's opinions and responding to others' answers increases thinking and comprehension. In-class and out-of-class interactions, group projects, small group tutorials, explaining learning obstacles to one another, and other activities constitute student-student interaction. Speaking as an interaction process in meaning production entails producing, receiving, and processing information (Kembaren, 2018). Speakers must choose their message and deliver it without hesitating to evaluate and edit it: interlocutors should not have to wait long for their chance to speak. Because of time constraints, the conceptualization, formulation, and articulation processes may not be fully planned or completed, prompting pauses and changes (Carter & Nunan, 2002). As a result, the interaction between peers appears to be a different situation than the relationship between students and teacher; the same level of knowledge may make it easier for students to share their opinions. Hence, communication in the classroom is essential in the manner of learning language. Communication skills are a tool that we use to break down obstacles to effective communication (Setiawan, 2).

Based on the expansion of prior research on classroom interaction in EFL classroom, the investigations focused on the pattern of interaction that occur in the classroom such as interaction between teacher and students and student with other students. However, little study has particularly investigated the reason behind the kind of interaction interpersonal meaning in explanation text. Essentially, explanation classroom interaction is essential, especially for language students, because it assists to explain phenomena that occur in the middle of teaching and learning activities and answer how and why questions.

## **2. Statement of the problem**

The primary purpose of classroom interaction, whether between the instructor and students or between students, is to transmit ideas or information. As a result, interaction is at the heart of

communication, connecting the people involved in the teaching and learning process. The encounter might take both verbal and nonverbal forms.

This study will be confined to two primary discussions: the pattern of interaction that occurred in the classroom and why this type of interaction might occur in the English classroom of the second grade of junior high school students in Medan. Given that not every student would provide spoken input to the teacher, the pattern of interaction here might be verbal or nonverbal.

### **3. Research questions**

The purpose of this study is to analyse the interaction that occurs in the teaching and activity of EFL classes of grade VIII students at one of junior high schools in North Sumatera. The following questions were chosen to fulfill the study's objectives; this research examined the following issues:

1. Are there any interactions that happened in the teaching and learning activity in EFL classroom?
2. What are the patterns of interaction that happen in EFL Classroom?
3. How are the kinds of classroom interaction that happen based on teacher and students' perspective?

### **4. Method**

The purpose of this study is to look at how the classroom interaction in EFL classroom in teacher and students' perspectives. The participants of the research are one English teacher and 30 students from two classes of second grade of junior high school in one of public junior high schools in Medan, North Sumatera. In this study, a qualitative investigation was carried out. The qualitative approach is a process for exploring and grasping the significance that people or groups place on a social or human issue. In qualitative research, inductive techniques to knowledge development are common, with the goal of creating meaning (Leavy (2014)). A case study was chosen as the research design for this investigation. A case study is a thorough description of the environment or people, followed by a search for patterns or problems in the data. The data were acquired utilizing a descriptive qualitative technique through the observation of teacher and students' interaction in the EFL classroom activity, semi-structured interview with the teacher who teaches in the EFL classroom and five students who were chosen using purposive sampling, following (Patton, 2007) theory of purposive sampling (purposive sampling) is based on selecting samples with information-rich instances for in-depth analysis. Cases with a lot of information can inform researchers a lot about issues that are fundamental to the research's purpose. A qualitative observation is conducted by a researcher who takes field notes on the behavior and activities of people at the study location (Creswell & Creswell, 2018). Reading and evaluating data (observation notes, interview transcripts) to find emergent themes and patterns is used in qualitative research (Lodico, et al., 2010). Finally, the findings were analyzed by following Case & Light theory by providing transcription and coding of data are essential components of qualitative data analysis (Case & Light, 2011).

### **5. Findings and discussion**

The primary goal of this study was to examine teacher and students' views of classroom interaction. First, the main finding of the present study is that both teacher and students admit that they were always doing an interaction in the classroom activity. The interaction occurs between students and students and students with teachers. According to teacher and student interviews, the teacher always greets the pupils before starting the teaching and learning activity. It signified that both the instructor and the pupils had made the greeting a habit. Following the greeting session, the teacher immediately began questioning the pupils about the preceding topic. Interaction between students does not occur frequently during learning since pupils are first focused on listening to the teacher's explanation. Students work independently, yet based on observations, it is clear that students interact, although in a limited way. One of the students is talking to a classmate while presenting their textbook, which demonstrates a learning engagement. Aside from that, it can be observed that pupils engage during learning outside of the classroom setting, as seen by one student borrowing a friend's pen. Essentially, the interaction naturally happens from the beginning of the classroom activities to the end, whether it is among students or student with teacher. The English class was in great shape. The students were polite to the teacher. They listened intently while the

teacher discussed the information. They did the classroom task. They also took part in the practice by honing their speaking skills with text-book conversation.

These observations have resulted in a view that students' attitudes will be different when the teacher enters the classroom. Students will be more organized and behave more politely than when the teacher is not in the classroom. This draws a conclusion that students will feel calmer without having to maintain an attitude if the situation in the classroom is only filled by fellow students who are clearly at the same school level. However, this does not stop students from interacting with fellow students. This can be seen during observation, researchers can see students turning to their friends behind them to discuss something. Not only based on observational data but from interviews with students, researchers obtained data that students acknowledged the interaction between students in teaching and learning activities. According to the interviews and observations, students discuss the topic during the teaching and learning activities with their peers rather than their teachers. When the instructor explains the topic, the pupils are usually on the receiving end. As previously said, students have some difficulty connecting with or asking questions about the material with the teacher; nevertheless, the same level of education may be the cause for students to readily share their thoughts with peers.

**Table 1.** Interaction analysis result

Aspect	Kind of interaction
Teacher experience	<ul style="list-style-type: none"> <li>• lecturing,</li> <li>• checking the students understanding,</li> <li>• grabbing students attention,</li> <li>• checking the students attendance,</li> <li>• giving praises or encourages,</li> <li>• asking questions and opinion,</li> <li>• giving direction,</li> <li>• reminding material.</li> </ul>
Students experience	<ul style="list-style-type: none"> <li>• discussing the material,</li> <li>• asking and answering question,</li> <li>• silent or body movement.</li> </ul>

**Table 1** demonstrates that teacher and students have different perspective about the purposes of doing an interaction in classroom.

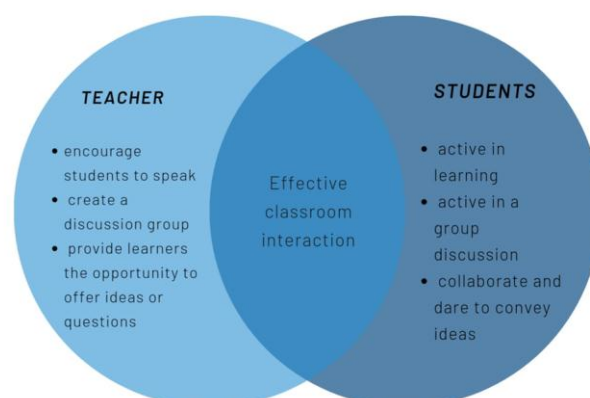
Based on observations and interviews, the teacher interacts with students for the purpose of lecturing, checking peoples understanding, grabbing their attention, checking their attendance, giving praises or encouraging them, asking questions and opinions, giving direction, and reminding them of material. Interaction in the EFL classroom occurs mostly throughout the lesson. According to the researcher's findings, the instructor continues to make efforts to obtain input from pupils. The teacher employs a lot of text as a learning reference throughout class. The instructor also makes an effort to improve the four pupils' language abilities, which include listening, speaking, reading, and writing. Listening to the teacher speak English improves pupils' listening skills. By asking questions, kids' speaking abilities are honed. The teacher's questions and responses were in accordance with the explanation. The teacher asks and answers a lot of questions in order to keep the students' attention during the lecture. In the interview, the teacher mentioned that she sometimes assigned students to work in groups. It may also help children interact with their classmates. Group discussions, according to the teacher, are vital in EFL classroom interaction. This is consistent with (Anderson and Dron, 2011) hypothesis, which claims that the continuous correlation between personal knowledge and group conversation promotes cognitive presence. The teacher kept checking on the pupils' reactions to the subject she taught. It may be evident in the way the instructor asks material-related questions to ensure that pupils understand the learning process. The method by which teachers verify pupils' knowledge is not restricted to straightforward questions such as "do you understand?" However, it is occurring implicitly in the middle of the lecture. The manner the teacher keeps requesting students to repeat her words connected to the lesson.

Teacher also have a purpose to grabbing students' attention in doing classroom interaction. Students' concentration may be disrupted during a session due to issues in the classroom or personal difficulties. In the interview, the teacher indicated that they occasionally notice students who do not

pay attention in class and discover that the student has an internal problem. According to the observations, the teacher always checks students' attendance at the end of the lecture. She was not calling out names one by one, but she is asking other pupils to check on a classmate who didn't show up.

The interaction during the lectures served a number of purposes for the instructor, and also had an influence on the students' feelings. As previously said, the teacher emphasized interaction throughout her lectures, and the reactions to the interaction were likewise varied. When a teacher asks an open-ended or closed-ended inquiry, some pupils will respond verbally while others will not. The observations show that the teacher continues to ask questions throughout the teaching and learning activities. The question and answer exercise aids in the delivery of content and allows teachers to assess student knowledge. The interview with teacher also show that teacher believe that she give direction a lot in the teaching and learning activity. Teacher giving direction mostly during the lectures related to the material to be discussed. The direction could be out of the lesson context and more in a daily basis direction such as directing students to throw garbage in its place. It is crucial to remind pupils of what they have learned and to question if there is a previous lesson that they have not grasped. According to the observations, the teacher seemed to inform the prior content by herself rather than personally questioning the pupils, due to the lack response from students.

According to the data collected in the field, students claim to constantly interacting in the EFL classroom. Students communicate in the EFL classroom by discussing the content, asking and responding questions, and silence or physical movement. According to interviews with several pupils, there are a few reasons for their silence when given a question by the teacher. The student remained mute during the interview because she was frightened of answering incorrectly. Another kid claimed that he would rather ask a classmate than the teacher because he is worried of being reprimanded by the teacher. This is aligned with (Kattington, 2010) view, according to which there is strong evidence that peer learning is more successful than formal schooling. Because the aforementioned interview revealed that some students feel more at comfortable interacting with or asking questions about the content with their peers than with the teacher. According to the interview and observation, students discuss the subject during the teaching and learning activity with their peers rather than their teacher. When the teacher explains the topic, the pupils are primarily on the receiving end. As previously said, students have some difficulty connecting with or asking questions about the content with the teacher; nevertheless, the same level of education may be the cause for students to readily share their thoughts with peers.



**Fig. 1.**Developing effective classroom interaction

**Fig. 1** briefly describes several ways to improve the effectiveness of classroom interactions, where teachers and students both experience some difficulties in carrying out effective classroom interactions. The teacher is expected to be able to build an atmosphere where students can freely but still be precise in conveying ideas or opinions. Students are also expected to develop their communication skills which can be trained in classroom interactions

## 6. Conclusion

The researcher concludes that classroom interaction that occurs throughout the teaching learning process is beneficial. According to the data, there were two types of classroom interaction: interaction among students or student-student interaction that occurred during the free time of lectures or when the teacher not explaining the material and interaction between teacher and students. In general, activities in the classroom go smoothly and both the teacher and students work together to create an engaging environment. Teacher and students interaction occurred when the teacher lecturing, checking the students understanding, grabbing students attention, checking the students attendance, giving praises or encourages, asking questions and opinion, giving direction, reminding material. The kind of interaction that students do in the EFL classroom is discussing the material, asking and answering question, and silent or body movement.

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