

ARTIKEL

**CLASSROOM INTERACTION IN THE SECOND GRADE SPEAKING
CLASS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI ACADEMIC
YEAR 2017/2018**



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2018**

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2018




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Title : Classroom Interaction in the Second Grade Speaking
Class at University of Nusantara PGRI Kediri
Academic Year 2017/2018
Fakultas/Program Study : FKIP/ Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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ABSTRACT

In many classes, the interaction was not very common to be held in speaking class. This problem occurred because of the teacher does not have a behavior to lead the learners to interact with the other and use task-book rather than engaged the learners into communication. This research was held in order to identify the types interaction pattern and highlight the way of interaction pattern facilitates learners' learning. In order to capture the nature of the interaction the researcher uses case study and qualitative approach. To collect the data the researcher used non-participant observation and interview. The result showed that there were two types of classroom interaction pattern; teacher-learner interaction, learner-learner interaction. And the way of classroom interaction pattern facilitates learner learning was occurred through (1)teacher questions, (2)teacher feedback, (3)wait time, and (4)turn-allocation behavior.

KEYWORD: Classroom Interaction, Speaking Class.

I. BACKGROUND

Understanding the information carried in the interaction is the most important aspect of learning English. The learners can be said as being success in reaching the goal of the lesson if they can understand the message delivered by the speaker and they can response to that utterance.

Wagner (1994:8) stated that classroom interaction is defined as reciprocal events that require at least two objects and two actions. The object of this event are the teacher and the learners. In addition, the

interaction focuses on the language used by the teacher, especially teacher questions and learner responses that arise, teacher feedback, changing the behavior of allocation and turn-taking by the learners contribute to the learners' chance to participate in the interaction (Nunan:2001:120).

During the English lesson process, the learners need to be placed in the environment where they have a lot of opportunities to practice the target language through communication. Allowing them to practice the target

language as much as possible can lead the learners to learn how to make a good sentence in delivering ideas, replying teacher's question, and more participate in the classroom.

Numerous researchers have extensively studied classroom interaction. First, research from Murtiningrum (2009) was held in order to know the meaning of the interaction and highlight about the impact of interactional feedback in SLA. The result showed that classroom interaction facilitates SLA and having feedback in the interaction facilitates SLA positively. Another, was done by Ibrahim (2012) in Vocational Education Development Centre (VEDC), and Walsh (2012) suggested in learning-teaching process movement must be understood because of it is the center of spoken interaction.

This study was held in order to find the classroom interaction in speaking class. It is important to be studied because of in the interaction the learners have opportunities to practice the language, they get feedback from the teacher, they are given time to speak, and they get the same time to talk. Thus, to support those ideas, (Douglas, 2001:48) stated that there is improvement in learner's communicative ability through applying interaction whether spoken or written discourse. Some research was held in order to prove

Brown's theory such as Khadidja (2010) reported that the effect of classroom interaction is helpful to developing learner's speaking skill; Taous (2013) suggested that both learners and teacher agree that classroom interaction as an important strategy in improving the speaking skill; and Azadi, Aliakbar, Azizifar (2015) the study was aimed to know the role of classroom interaction could be considered as way of improving the learners' speaking ability.

Yet, to analyse the classroom interaction in speaking class this study proposed the framework proposed by Van Lier (1996) that there are two types of classroom interaction pattern those are teacher-learner interaction and learner-learner interaction. And for the way of classroom interaction pattern facilitates learners learning proposed the framework of Tsui (1995) those are teacher questions, teacher feedback, wait time and turn allocation. Thus, based on the framework the researcher create three main question those are; (1) what kinds of classroom interaction are pattern employed by the teacher (2) what kinds of classroom interaction pattern are employed by the learners (3) how do the interaction patterns facilitates learners learning?

II. METHOD

The study used qualitative approach in nature with an observational case study. The data were collected by non-participant observation, and interview the speaking teacher. During the observation the researcher captures the teaching-learning process using Canon 1200D. The data of this research were the teacher utterance includes phrases, words, sentences, and clause appeared during the speaking class then the researcher takes some notes in which the important data can be seen. Then, the data to be analyzed in the form of description into words. The source of the data was a teacher with 21 learners who involve in the second grade speaking class at University of Nusantara PGRI Kediri academic year 2017/2018. The goal of this speaking class was the learners are able to understand the concepts and can perform speaking in formal situation even interpersonal or transactional. The teacher of speaking class in this university was very consistent using English as the main language to communicate, she was very active to write national and international journals and also she has S3 degree. Thus, it was assumed that the learners get much exposure from the teacher.

III. RESULT AND DISCUSSION

A. Result

This was held in order to find out three main research question those are 1) the kinds of interaction patterns are employed by the teacher, 2) the kinds of interaction pattern are employed by the learners, and 3) the way of classroom interaction pattern facilitates learners learning. The result were written bellow.

1. Classroom interaction pattern are employed by the teacher (teacher-learner interaction)

During speaking class, the teacher creates interaction with the learners. The interactions were happened through types of the teacher question, Initiation Responsive Feedback (IRF), and Teacher questioning.

In the types of teacher questions, there are two main types of teacher questions which is delivered to the learners. First, display question. Display question refers to the question delivered to the learners in which the goal is to test the learners' knowledge. The answer of this question already known by the teacher but the teacher wants to the learners to display their opinion. Second is referential question in which the teacher did not know the answer or in the other words the teacher cannot predict the learners'

answers. The function of this question is to make the learners more active to join the communication rather than test the learners opinion.

Second, the teacher feedback was happened through the Initiation Responsive Feedback (IRF) pattern. The pattern showed that there were two pattern of IRF. First, teacher initiates the first turn to give question, then in the second turn was a learner give the response and the last the teacher gives the feedback by saying "Good". Another pattern was teacher initiates the first turn to give question, then in the second turn was a learner give the response and the last the teacher gives the feedback by saying "Good, any other?". The second pattern seemly very appropriate to the learners' knowledge because they can observes another opinion in which make them have deep understanding.

The third, teacher questioning is the main interaction in the interaction between teacher and learners. Teacher's questions are delivered in such purposes. Take the example, the teacher delivers a question in order to check the learners understanding about the material about TV interview and English came they have done in Jogjakarta, to engage the learners into interaction or to make the

learners active to talk or giving comment to the teacher's question.

2. Classroom interaction pattern are employed by the learners.

In the speaking class in University of Nusantara PGRI Kediri the interaction of the learners was happened into two types those are group work and pair work. In the beginning the teacher asked the learners to sit in group to discuss about the topic at that day, it was about English camp. The topic was about activities, destinations, weaknesses, and advantages of English camp. During the discussion the learners was very active to give their ideas, give comments to other member's idea, and deliver a question when they did not understand.

After the discussion have been done the teacher asked the learners to make a pair in order to practice their discussion result before presenting their performance in front of the class. As like in group work, here the learners was very active also to deliver their experience such as asking a vocabulary that they did not know the English. Then, their pair tell them about the English and the other can continue their sentences. By doing the pair work, here the learners automatically learn how to build negotiation meaning. Thus, their speaking skill is possible to be improved.

3. The way of classroom interaction pattern facilitates learners learning.

Interaction was very help the learners in reaching the goal of speaking class. It was proved during the speaking class the interaction was facilitates learners learning through teacher questions, teacher feedback, wait-time, and turn-allocation behavior.

First, classroom interaction pattern facilitated learners learning through the teacher question. In the teacher question, the question was divided into two types those are display question and referential question in which both of those questions served different length of the answer. Display questions is a question in which the teacher already known the answer. In this question, it was proved that the answer only one or two words and cannot lead the learners to produce long utterance. Another question in which can force the learners to create long utterance was referential question. The focus of this question was to engage the learners into communication rather than testing the learners' knowledge in the materials.

Teacher feedback also becomes the important factors in facilitating learners learning because the learners can get feedback from the teacher when they do mistakes during their performances. In this class, the feedback was delivered to

the leaners when some learners consist of four or five learners has done performing their performances in front of the class, it was called delayed corrective feedback. This feedback was delivered without mention the name of the learners who made the error, but the teacher delivered in general the learners mistake. The teacher did this feedback because of the teacher realized that the lesson time was very limited and also she taught about the learners characteristics in receiving teacher feedback. Beside delayed feedback, the teacher also applied immediate feedback, meaning that the teacher gave the feedback directly when the learners made mistakes. In this class, there are three main of corrective feedbacks occurred those are teacher explicite feedback refers to the feedback which is delivered by giving the correct form of grammatical structure, teacher elicite feedback in which the feedback was delivered by giving a pause in her utterance so that the learners can fill the blank pause by their self, and teacher clarification request feedback in which the teacher gave feedback using word "sorry" or "what" to indicate that the teacher did not understand about what the learners said thus, she wanted the learners to clarify their utterances.

Then, in order to keep the learners talk in answering teacher question in the classroom, the teacher served wait time for the learners. In this speaking class, the teacher gave 30 seconds to the learners to answer teacher questions.

And the last is turn-allocation behavior. This feature was a key in order to build interaction in the classroom. The teacher arranged who should talk by arranging the group from the last group, middle group, and first group. And sometimes she called the learners name to present their performance based on the learners who never deliver their voice in the classroom. The teacher did this method in order to make the learners felt that they have the same time to talk.

B. Discussion

Based on the data found above, it was found that there are two main classroom interaction pattern those are teacher-learner interaction in which occurred through types of teacher questions, Initiation Responsive Feedback, and Teacher questioning. This kinds of interaction was occurred during speaking class as the framework from Van Lier (1996).

While, learner-learner interaction occurred through pair work and group work. These findings were in the same line with Van Lier (1996). But these

finding was in the other line with Kasim (2004) he stated that there were five classroom interaction pattern those are (1) teacher – class interaction, (2) teacher-group interaction, (3) teacher-learner interaction, (4) learner-learner interaction, and (5) learner-teacher interaction. Also Murtiningrum (2009) found that there were four types of classroom interaction patterns, they are (1) teacher-learner interaction, (2) teacher-learners interaction, 3) learner (s) - teacher interaction, and 4) learner (s)-learner (s) interaction. Based on the discussion above it can be said that the theoretical framework from Van Lier (1996) was very limited thus, this theory should be modified into some pattern in which all of the participants in the classroom can be involved in the interaction.

In addition, in the way classroom interaction pattern facilitates learners learning was occurred into teacher question, teacher feedback, wait time, and turn-allocation behavior. These findings was in the same line with Tsui (2001 in Nunan: 2001). It was proved that classroom interaction pattern was facilitates learners learning.

IV. CONCLUSION

Based on the discussion, the researcher conclude that classroom

interaction pattern employed the teacher was teacher-learner interaction occurred through types of teacher questions, Initiation Responsive Feedback and teacher questioning. This pattern was occurred in the speaking class and it was proved that occurred. Second, the interaction pattern employed by learners happened through pair work and group work and it was occurred in speaking class. But, both of those patterns are not enough in speaking class. In other words, it was very limited thus, this types of interaction pattern should be modified. In addition, the way of classroom interaction pattern facilitates learners learning was occurred trough teacher question, teacher feedback, wait time and turn-allocation behavior. All of those aspects were proved to help the learners in improving learners learning.

Based on the finding the researcher make some suggestions. The suggestion is addressed for some people. First suggestion is for the teacher. It is important for the teacher to build other interaction so that all of the participants in the classroom can be more active to talk, then because of the wait time took very long, thus it is important for reducing the number of wait time become 3-4 seconds for each learners. In addition, the number of corrective feedback were very limited

thus, it is suggested for the teacher to complete 6 types of teacher feedback. Second suggestion is for other researcher. Because of this study was held only three times with a subject, the result of this study cannot be a deal that only there are two types of classroom interaction pattern and classroom interactional features. Thus, the researcher hopes that other researcher can add the number of subject of the research or the length of research time. And the last suggestion is addressed for the learners that speaking class always deals with the target of the language to communicate during the lesson, that is why the learners should realize that during the class they should obey the rule that they have to use English to communicate.

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