

Online Class Interaction In Teaching And Learning Process At Third Grade Students Of Sekolah Dasar Islam Terpadu Samarinda

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Abstract

The purpose of the study is to know the types of classroom interaction and the teachers interact to students in English lesson. This research was conducted in SD IT Insan Karim Samarinda Seberang. This study focused on types of classroom interaction such as : (1) Teacher – student, (2) Student – teacher and (3) Student – student. The design of this study was qualitative study which to illustrate the types used in classroom interaction. Research subject was chosen through purposive sampling resulting one subject to be analyzed. The subject was an English teacher and her students from SD IT Insan Karim Samarinda Seberang who has more than one a half years teaching experiences. There were two research instruments used in this study. They are observation and interview. The data were taken from 2 English teaching video which were transcribed. The collected data were classified into three types of classroom interaction. Afterward the researcher triangulated the data by crosschecking the data related to data she acquired from interview. The result of the study showed the English teacher and her students in third grade students of SD IT Insan Karim Samarinda Seberang used three types of classroom interaction : Teacher – student , student - teacher and student – student. While the data from interview showed that the teacher help the student to do interaction related the topic. But, the result from observation and interview were not same because English teacher only said about teacher centered and student centered in interview.

Keywords : Types of classroom interaction, Teacher -student, Student – teacher , Student - student.

1. Introduction

English Language has become an International language that is used by many countries in the world mainly in Indonesia. Therefore, the English language has been introduced and also be learned by Indonesian people. Not surprisingly, if the English language in the school become one of the mandatory lessons which applied and is learned by all students in there. This problem has been chosen because many students cannot accept and study this language. Because of many factors mainly the most

important, that is when material delivery that do by the teacher in interaction form. Interaction in the lesson is the important thing because without interaction, learning to happens in the class cannot delivery well. Agree with this, here the researcher adds several researchers who are also study this problem.

Because that, classroom interaction that will be seen by researchers is part of types of interactions that occur within the class. But here the researcher wants to examine the interactions that occur only between teacher and students. Because in previous researcher have been shown that the researchers find an interaction between learner and learner and then, also find an interaction between learner and teacher. Other than that, the researcher chose this research because it was considered to be in accordance with the curriculum used in each school, namely the K13 curriculum, wherestudents were more required to be active in responding to each lesson, the teacher was only part of the facilitator in addition to the textbook as a reference. In this latest curriculum, students are expected to be more active in the teaching and learning process, students are required to think in advance to be able to understand what they were learning at that time unlike when they are still using the curriculum KTSP or 2006curriculum where the teacher still must first explain the intentions and learning objectives every time they enter the classroom. But, when is seeing the condition now, whereas the school cannot do learning and teaching directly in the classroom because a pandemic that has not ended yet.

So, the teacher and students make learning at each home by using a cell phone or laptop as a tool that helps them access online applications that can support them to stay in touch and face to face without having to meet and carry out the teaching and learning process online remotely. Because of this, the researcher wants to do research on this problem with uses the teacher as a control class so interaction So that later it will create good conditions in learning English. Here, researchers also chose to study third grade elementary schools in SD IT Insan Karim because they are considered to be able to be studied because they are a middle class where they already know the learning and learning system in their school. Other than that, the school uses video conferences for every learning so that they can still interact between teachers and students without having to meet directly in conditions like this. While in some schools, they were not been able to use video conferencing in their learning so they can only use current applications such as WhatsApp, google classroom, and Microsoft word to support their learning by sending orders and assignments to their students. The researcher knows this because they have previously asked in person or online several English teachers at different schools.

Research Question

- 1) What types of interaction occur between teacher and students in the classroom?

- 2) How does the teacher interact with the students?

2. Literature Review

a. Classroom Interactions

Classroom interaction has become a basic issue in learning and teaching English in the era of communicative language learning. Pinstarman (2015) also explained that Class interactions that occur in English classes usually use English, but sometimes use bilingual language between students and teachers, around fifty-fifty, but sometimes teachers also translate into their language in English class. Students are expected to understand what the teacher is saying and ask and answer questions from the teacher in English.

b. Types of Classroom Interaction

According to (Barker, 1982:12) as cited in Saputra, F (2019) said in contrast to intrapersonal interaction, intrapersonal interaction requires two individual initiators and responders Interpersonal. Interaction is an important medium of class interaction and possible occurs in every face-to-face meeting. Three forms of interpersonal interaction in the classroom are teacher and student, student to teacher, and student to student. Other than that, there is also the same opinion with types in the classroom interaction, According to Anderson & Garrison (1998) as cited in Taufiqurahman (2013 : 12) There are three kinds of classroom interaction in the classroom. These are teacher-student, student – teacher and student – student.

a. Teacher – Student Interaction is Interactions that occur between teachers and students where students generally receive a type of interaction that contains learning content in a class.

b. Student – Teacher Interaction is feedback is obtained from a student who pays attention to the teacher when explaining about learning in class so that questions arise in the student's mind to be able to get this answer a student must interact with their teacher so that they can better understand the learning being taught in that class.

c. Student – Student Interaction is the interactions that occur between fellow students in the class usually occur when there is group work between fellow students, giving rise to thoughts and also criticism and also raises very clear and complete questions and answers to complete the task of the learning.

c. Aspect of Classroom Interaction

Teacher Talk

According to Wajnryb (1992: 43) as cited in kristianingsih (2011) said teacher speech is the language used by teachers to enable various classroom processes, namely the language of class organizing. This includes teacher explanations, question responses, instructions, praise, corrections, etc. The language used in the English class that will be observed is not only one type of language, namely English, but also various other languages such as Indonesian and English, Java.

Student talk

Student talk usually used to know new topic, express their idea and express their opinions. According to Moscovitz in Brown (2001: 170) as cited in Saputra, F (2019) said there are seven categories: Student chats are explained as follows:

1. Student response, specific: responding to the teacher within a specific and limited range available or previously practiced answers, reading aloud, dictation, exercises.
2. Student response, open or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings.
3. Silence: pause in interaction. A period where there is no verbal interaction in silence.
4. Silence-AV: silence in interactions where audiovisual equipment, for example, tape recorders, film strip projectors, record players, etc., are used for use Send.
5. Confused, work-oriented: more than one person at a time talking, so interaction cannot be recorded. Students call out excitedly, eager to participate or respond, related to the task at hand.
6. Confused, not work oriented: more than one person at a time speaking with interaction which cannot be recorded. Students are broken, don't behave the way the teacher wants them to, no related to the task at hand.
7. Nonverbal: Nonverbal gestures or facial expressions by teachers or students who are students communicate without using words. This category is always combined with one of categories of teacher or student behavior.

d. Teaching and Learning Process

Saputra, F (2019) said teaching is guiding and facilitating learning, enabling learners to learn, organizing conditions for learning. Teachers as facilitators must provide facilities to students in learning process. He must choose teaching materials related to the needs of students.

e. Stages of Teaching and Learning Process

Teaching and learning process is a way of knowledge given by a teacher to their students to get perfect learning outcomes where that knowledge can be accepted and understood well by students. Therefore, in this learning and learning process we need some right stages. According Lumpkin (2020) :

1. Course Design

Tell Them What You Will Tell Them Student learning outcomes articulate the content of knowledge, skills, and abilities that are important to students learn or develop, and based on this, explain what each student can do with this new knowledge. Like goals, learning outcomes must be specific, measurable, achievable, relevant and timely. In line with attracting student interest, course design attracts students to enjoy and benefit from learn more about a subject.

2. Statement of Benefits

Creating disciplinary content that is relevant to students requires help they connect as is learn with their needs, interests, and goals. One way to do this is to focus student learning on most important knowledge, don't overwhelm them with "textbook covers" or "browse all" slide ”.

3. Interactive Lecture

When most people think of instructional strategies in college classrooms, college definitely is assumed.

f. Distance Learning

Distance learning is online learning that can be done anywhere and anytime without the need to be in one room and at a certain time for each student . Based Al- khair (2014) effective designed learning that refers to pedagogy or andragogy and technology where this learning takes place with a long distance from teacher to student and vice versa well. This learning can also take place face-to-face which is usually called mixed learning and is flexible when done.

g. Traditional Learning

Traditional learning is offline learning where students can learn directly or face to face with teachers and other students at school. Li, Fei et, al., (2014) said Traditional

learning usually refers to a room consisting of clean pastel-colored walls and chairs facing a podium placed under a microscope and also rows of table. Education has focused on attending class the next day, and people are finding facilities that schools can influence learning. In traditional classrooms, based on the teaching system and often focusing on the material itself rather than the learner and the difference between learning abilities and skills.

h. Zoom

Hasan et. al., (2020) Zoom Meet is a Face-to-Face Conference Platform whereas teachers and students can interact face-to-face. In this application there are many advantages like share the files in PDF format which can be done easily. Zoom gives the easiest facility for individuals who wish to participate in a conference or meeting with just a room number or a link.

3. Methods

Research Design

The study focuses on classroom interaction in the third grade of English class at SD IT INSAN KARIM. This study is an observational type of descriptive qualitative study. According to Creswell (1994 : 150-1) as noted by Patimila as cited in Taufiqrahman (2014). Qualitative research is process of investigation whereas the researcher can get effort with differentiate, compare, copy, catalog and divide to understand phenomenon of social in study an object.

Data and Source

The data in this research is classroom interaction . The research needs students and teacher. There is around 26 students at third grade in one English teacher . Ms. Meilinda Dewi Saputri S.Pd.

Research setting

The research is conduct in SD IT INSAN KARIM. It is located in Jalan Syahrani Dahlan No. 9, RT. 08 gunung Panjang, Samarinda Seberang . This research is start one week whereas the writer observe two meetings.

Research Instrument

In this study , the writer uses two research instrument . They are observation and interview that recording by audio visual .

Observation

Observation is research that is carried out in stages, researched and also paid attention to an object (Margono, 1997 :158). These observations lead the author into the main instrument whereby he or she can perceive things as being able to objectively see the same world as the research participant and record it in some way as seen by the participants (Moleong, 2000:22).

Observation guide

The observation guide is used to the researcher as process of identify English teacher interaction at third grade student of SD IT INSAN KARIM.

1. The way the teacher begins to open a class or teach a class
2. The process of teaching and learning
3. The way the teacher ends the lesson
4. Teacher talks conducted by the teacher during the zoom class
5. The way the teacher manages the class

Interview

To make the observation complete the writer must do interview English teacher in classroom. Interview is used to help of primary instrument research.

Interview Guide

To complement the observations made by the researcher with the teacher about his plans for managing the class. Additional interviews were used to crosscheck data interpretation. Data obtained from informal interviews include: (1) the teacher's teaching with experience (2) the teacher's plan in manage the class, and (3) the student's response expected by the teacher.

Data Collection technique

In collecting data for this study, the researcher do the following stages :

1. Conducting observation . The research conduct observation in the third grade of SD IT INSAN KARIM to record the situation and events in English classroom.
2. Conducting interview. The research interview the English teacher to get detail of important that need by the researcher.

Conclusion drawing

The important direction is the result not only result of data analysis but also process of analysis.

Triangulation

Triangulation is carried out in qualitative research to avoid bias in information from sources.

4. Result

From the research, the researcher found these are three interactions based on observation data in virtual zoom learning activities, the forms that occur in this school are as follows:

Types of interaction occur between teacher and students in the classroom

1. Teacher-student
This happens when the teacher greeting "Assalammualaikum, wr.wb" (observation 1 and 2), asks about the student's condition "How is condition?" (observation 1).
2. Student-teacher
This happens when the teacher gives questions to students and students respond "Walaikumsalam wr, wb" (observation 1 and 2), "Good miss" (observation 1).
3. Student - student
This happens when one student responds to another student "sour strawberry" (observation 2).

Teacher interacts with the students

1. The teacher said religious greeting "Assalammualaikum, wr.wb" (observation 1 and 2) because the school is a school that only contains Muslims' people. In addition, greeting and praying every time they start and close the class is an obligation that is always applied in every class and school. She said it in a voice that sounded friendly while smiling at the camera, in observation 1, the teacher moves her body to the right and left so that the chair she is sitting on also moves in the same direction as his body, but in observation 2 the teacher moves her body forward and back. It did not wait long for the students answered the greeting together, in observations 1 and 2 students also have similarities, namely students look at textbooks, look at the camera by paying attention to the teacher and some students still fix the location of the camera.

2. The teacher asks about their condition “ How is the condition ?” (observation 1), “How is your life?” (observation 2) after a religious greeting, the teacher continued by asking about the health condition of each student. This is done when class is about to start this can make students feel better prepared to start class. In addition, it is also useful for a teacher to know how she should teach that day. Because, if all students are healthy it will be easier for her to deliver lessons. She said it in a voice that sounded friendly and smile at the camera. In observation 1, the teacher moves her body to the right and left so that the chair she is sitting on also moves in same direction and in observation 2, the teacher gets closer to her face in the camera and keeps moving her body faster than before towards the front and back. Then, her students give their responses with answer the question with look the camera, textbooks, and some students still fix the location of their camera.
3. The teacher asks to the students for example to open the pages of the book “Oke, we have the translate of sentences of the conversation on your English book so you have open your books pages 132”(observation 1). After that ,the teacher immediately gave the meaning of what she was talking about to make her students understand what she meant by her words, besides that the teacher also sometimes did not use correct grammar and pronunciation, and the sentence structure sometimes mixed between Indonesian and English. The teacher tries to adjust and provide an understanding of English learning to her students by adjusting the age and also the class she is teaching. while saying the teacher occasionally looks at the camera and also at the book to make sure the page is correct in a flat tone and slowly she pronounces it, some students respond immediately by opening the page in question, some are still focused on other things.
4. The teacher explains the material “Oke, we have the translate of sentence of the conversation on your English books so you have to open the pages of your book 132” (observation 1), The teacher teaches the class by not using correct English according to grammar and pronunciation because the teacher considers the most important thing that he can convey the material well and clearly, students can understand and also understand the new knowledge they have learned together. While saying the teacher occasionally looks at the camera and also at the book to make sure the page is correct in a flat tone and slowly she pronounces it, some students listen carefully and some students have not fully listened or are still focused on other things. “Well, so the purpose of this lesson is to know how to mention fruits and vegetables and to know what the English of fruits and vegetables” (observation 2) teacher opens and shows the powerpoint slide early on she read to her students about learning today flatly and slowly the teacher started to read and listen to it.
5. The teacher closes the class “So, if there is not any. It is enough for today and then, there is no task for English so there is no assignment for English and see you on next

6. week. See you next week bye-bye” (observation 1) after the material has been taught and the learning time is complete, the teacher will close the class. However, here the teacher uses English sentences that are not in accordance with the grammar and also do not match the proper pronunciation. This happened because the students she taught were still classified as basic students learning English. The teacher turned on the camera again and looked at her students, she closed the class by saying a few sentences in an even tone and smiling. The students who listened were silent and soon they responded to the teacher's words with a cheerful tone and smiled. “So, this is where our English learning ends “(observation 2), the teacher used a cheerful tone when closing the class, and the students listened carefully to what their teacher had to say even though there were some students who did not look happy.

Based on observation, the researcher got three types of classroom interaction: Teacher – students interaction, students - teacher interaction and student – students interaction, this is also not the same as the results of the interview from the teacher because the teacher only said two interactions, teacher – centered and student centered.

5. Discussion

The findings of the study showed types of interaction appeared in the classroom included teacher-student, student-teacher and student -student. Teacher used various kinds teacher’s talk to use interaction. It same as statement from According to (Barker, 1982:12) as cited in Saputra, F (2019) and Anderson & Garrison (1998) as cited in Taufiqurahman (2013:12) There are three kinds of classroom interaction in the classroom. These are teacher-student, student-teacher, and student–student.

Teacher–student interaction occurred in some teaching stages, in the opening, while teaching and also closing the lesson. In the opening, the teacher say a religious greeting, asked students’ feelings and explain what they are doing to discuss. While teaching the teacher gave the information, direction, sometimes used students’ ideas, and praise the student. After that, in the closing of the lesson, the teacher review whatthey have learned.

Student-teacher interaction occurred when the teacher ask a questions, the student gave their response to every question. It happened as a form of teacher-studentinteraction in some stages of teaching.

Student-student interaction occurred when the teacher gave direction to work collaboratively with their friends in group work but in here, a student gave a response to other students who answer the question.

The ways of the teacher interact with the students based on observation: 1. The teacher said greeting, 2. The teacher asks about their condition, 3. The teacher asks to students, 4. The teacher explains the material and 5. The teacher closes the class.

Based on observation, the researcher get three types of classroom interaction: Teacher – students interaction, students- teacher interaction, and student – students interaction, but in the interview, the teacher said:

“Okay, for my own interactions, it really depends on the material itself, sometimes I can use the student center or sometimes the teacher center. For example, simple present continuous learning, especially learning in grade 3 itself, cannot understand the simple present continuous, meaning I have to use teacher center interactions, where the teacher must play an active role, if this material is only about vocabulary, for example mentioning the vocabulary of vegetables, vegetables or vegetables. fruits. So maybe I can use the student center. For example, I asked what English this fruit is, what English is the fruit or not for groups.” (interview, teacher, May 17, 2021).

This is not the same as the results of the interview from the teacher because the teacher only said two interactions, teacher – centered and student centered.

6. Conclusion

1. The research of classroom interaction is wanted to know types of interaction that occur between teacher and students in the classroom. The teacher interacts with the students in the teaching and learning process of English class in third grade students of SD IT Insan Karim. Types of interaction which occurs in the online class are teacher-student, student-teacher, and student-student.
2. According to the observation, the ways of the teacher interact with the students based on observation: 1. The teacher said greeting, 2. The teacher asks about their condition, 3. The teacher asks to students, 4. The teacher explains the material and The teacher closes the class. Based on observation, the researcher got three types of classroom interaction: Teacher – students interaction, students- teacher interaction and student – students interaction, this is also not the same as the results of the interview from the teacher because the teacher only said two interactions, teacher-centered and student-centered. Most activities applied in the English class are teacher-student and student-teacher. The interaction activities are highly monitored by the teacher.

7. Suggestion

From the conclusion above, some suggestions are given as follows:

1. For the English teacher
For the English teacher, teachers can pay equal attention to students to one another without differentiating anything, and can also ask students to be friendly but still firm to give students the confidence to be able to express their opinions without fear.

2. For Future Researcher

For future researcher can further develop and add classes, see the difference between two or more different schools and teachers to be studied. So, that it can provide new thoughts and comparison results.

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