

THE ANALYSIS OF CLASSROOM INTERACTIONS IN ENGLISH CLASS AT SMK N 2 BATANG HARI JAMBI PROVINCE

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki interaksi kelas bahasa Inggris pada kelas sebelas di SMK N 2 Batang Hari. Ini adalah penelitian kualitatif, penelitian yang menggunakan observasi dan wawancara untuk mengumpulkan data dan analisis data dalam penelitian ini adalah analisis deskriptif. Hasil penelitian menunjukkan bahwa guru menggunakan dua cara untuk berinteraksi dengan siswa, pertama, pertanyaan di mana guru mempersiapkan diri dengan baik baik pertanyaan dan juga dari waktu. Guru juga mengantisipasi jawabannya jika siswa akan bertanya padanya tentang sebelumnya pelajaran dan diskusi, di mana guru memiliki persiapan tentang jenis teks apa yang diajarkan; dengan menggunakan cerita yang mudah untuk digunakan, dan memutuskan cerita hal-hal baru. Selama interaksi, guru membimbing siswa untuk membacakan teks. Ia membahas informasi baru, dan kemudian meminta siswa untuk menjawab pertanyaan terkait dengan teks bacaan. Ia juga meminta siswa untuk membaca teks, terjemahan dan pemahaman, melihat kamus, berlatih dialog dan mendongeng dan bermain tebak kata untuk komunikasi dalam kehidupan sehari-hari. Cara-cara ini membantu para siswa dalam berinteraksi dengan guru dan teman-teman mereka dan cara-cara yang lebih menyenangkan untuk melakukan interaksi di kelas dan kemampuan mereka dalam bahasa Inggris dapat memperoleh kemajuan.

Kata Kunci : interaksi kelas, kelas bahasa Inggris.

ABSTRACT

The aim of this study was to investigate classroom interaction in English class of the eleventh grade at SMK N 2 Batang Hari. This a qualitative research, the research employing observations and interviews to collect data and data analysis in this research was descriptive analysis. The result of the study showed that teacher used two ways to make interaction with the students, first, questions where the teacher prepared well for the class from the times and help sessions and he also anticipate the answer if the students would ask her about the previous lesson and discussion, where teacher had a preparation about what kinds of the text that was taught; easy stories used there, and decided which story were new. During interaction, teacher guided the students to read aloud the text. He discussed the new information, and then asked the students to answer the questions related to the reading text. He also asked the students to read text, translation and understanding, looking up at dictionary, practicing dialogue and storytelling and playing word games for communication in daily life. These ways help the students in making interaction with teacher and their friends and more enjoyable ways to make interaction in the classroom and their ability in English could get progress.

Keywords : classroom interaction, English Class.

INTRODUCTION

Interaction is needed in the English teaching-learning process. Therefore, all parties involved in the English teaching-learning process, either directly or indirectly, need to increase the quality and effectiveness of the interaction. For this reason, the parties need to be socialized about the importance of interaction in the English teaching-learning process. To support the idea, it is necessary to obtain real information about the English teaching-learning process in the field. The main components of interaction in the English teaching-learning process are teacher, student and material (Sudarna, 2019). As in other teaching-learning processes, in the English teaching-learning process, interaction is one of the factors that support the students' learning achievements. It is generally known that interactions

between a student and a teacher, a teacher and students, a student and students, students and materials influence students' learning activities and teachers' teaching activities.

According to Mardiana (2019) the interaction has a high quality, it is very possible that the process of effective and efficient English teaching-learning will appear. Such an English teaching-learning process may support the quality of students' learning achievement. Influence students' learning activities and teachers' teaching activities. When the interaction has a high quality, it is very possible that the process of effective and efficient English teaching-learning will appear. Such an English teaching-learning process may support the quality of students' learning achievement (Lestari, 2022). The interactions that happen in the English teaching and learning process can be seen from the teacher's teaching activities and students' learning activities in the classroom. The interaction may have various forms and qualities

Interaction is becoming more and more important in an English learning. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of interaction that takes place during lessons (Kapoe, 2021). It means that interaction has an important role to play in developing a learner's ability in that language. By interaction, a learner will engage with the language and master it. In the teaching and learning process, a teacher will base his or her teaching activities on the lesson plan. Based on the lesson plan the teacher will perform activities such as asking questions, asking the students to repeat teacher's words, and asking them to do some exercises and some activities in English. The students' learning activities in the classroom may have different ways. At one time, they may be able to answer some questions correctly, repeat teacher's saying correctly, and follow the teacher's instruction correctly as well.

Teaching learning facilities will also have a big contribution to the teaching learning interaction. In this case, the possible thing that may occur is the capacity of the facility in relation to the teacher's teaching activities. In relation to the teacher and students as the facility users, their knowledge and ability to benefit the facility may influence much to the running of an effective and efficient teaching and learning (Ayunda, 2021). The description above is the possible forms and qualities of interaction that may occur in the English teaching and learning process in Senior High School. The classroom interaction in the English teaching and learning process that occurs at SMK N 2 Batang Hari.

The researcher found that SMK N 2 Batang Hari is one of the favorite schools in Batang Hari, this school always follows the activities in other school such as speech, storytelling, writing a story and debate in other school and this school is often being the winner when there are competitions and from these activities the students get knowledge, experience, money and certificate. The teachers provide students to assess their learning styles, strengths and weaknesses by learning and sharing in group and it can enhance student's motivations to love English language. In teaching and learning most of the students pay attention to the teacher when teacher explains the materials. When the teacher explains the material, the students tend to write whatever the teacher explains directly. In addition, students may also ask questions when the teacher's explanation are not clear. Consequently, the teacher re-explains the materials in more detail.

The teachers also help the students to communicate or express their thoughts, feeling, and opinions in English as they can, but there are many students have problems in learning English, when the teacher is gives instructions to the students to do some exercises or certain activities. If the students cannot understand some exercises they just silent. Sometimes they whisper to each other. Moreover, when the teacher asks them to do a certain activity in English, they often do the activity in Bahasa Indonesia. The teacher tends to teach more frequently in front of the classroom. Therefore, the students who sit in the first and second

row seats are more likely to get more attention from the teacher than those who sit in the back row seats. Likewise, in giving questions to the students, the teacher tends to ask the brighter students or those whose names are easy to remember.

So, the researcher will conduct this research because English teachers in SMK N 2 Batang Hari have good knowledge, experience in making comfortable atmosphere, understanding, style and interest in teaching learning. The students feel comfortable during the learning in the classroom and they also feel motivated to read in school and for pleasure. Third, most of the students are active when they are studying in classroom and also they can make decision or arguing for their opinions. The last, the school has good achievements of their graduations.

RESEARCH METHOD

In this study, the researcher used a qualitative design with a case study. In qualitative research the researchers study things in their natural settings, attempting to make sense or interpret phenomena (Fraenkel & Norman, 2009). A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research. The case such as event, problems, process, activity, program, a single person, or several people (Sugiyono., 2022). Qualitative researchers are concerned with the perspective to explore the ideas and perceptions of the participants. The researcher tried to examine the experience from the participant's point of view in order to interpret his/her words. The researcher therefore became involved and immersed in the phenomenon to become familiar with it. The immersion of the researcher helped to provide dense descriptions from the narrative data gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding. However, immersion cannot be obtained without a researcher-participant trusting relationship. The relationship is built through basic interviewing and interpersonal skills. Based on explanations above, it can be concluded that qualitative research is analyzing about descriptive data that is collected is in the form of the situation of the natural object. Where descriptive data such as writer or spoken, by using qualitative research the researcher got the answer about the question in analyzing classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari.

The subjects of this study were teacher and students of Eleventh Grade classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari . T Primary data were the main data directly related to the discussion of the study. In this research the researcher took the primary data from the teacher and students to support the data. The primary data were from the original source, observations, interviews and documents. The technique of data analysis in this research is descriptive analysis, such as data reduction, presentation and conclusion.

RESULTS AND DISCUSSION

A. Research Finding

1. The Classroom Interaction in English Class

The data related to the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari were taken from conducting interview with the subjects and having observation. The presentation of findings, in this part covers two ways, they were questions and classroom discussion.

a. Questions

In this strategy, the teacher prepared well for the class. He composed specific questions that he would ask to his students. That was used to make the learning process run

well, he also anticipate the answer if the students would ask him about the previous lesson. It helped the teacher to increase student participation and encourage active learning. When teacher asked questions in the classroom, he was modeling a process that students can and should use themselves. Teacher encouraged his students to use the following questioning and strategies. It was used to assess what they have learned, to develop their thinking skills and to study for exams. The teacher used the questions to make students practice some skills, as well as communicate to them the facts, ideas, and ways of thinking that were important to their learning in his class.

In teaching in class, I have to make some questions to help my students in increasing their enthusiasm for learning, they can learn how to communicate among themselves about facts, ideas from the text and also how to give their ideas about the topic they are learning at that time, because it is important to make our students active and they know how to solve some problems. [Teacher]

It means that, teacher should make the goal by asking students to explain why they answered the way they did. The teacher did not ask more than one question at once because students often did not respond. It because they were unsure which question the teacher wanted them to answer. Asking questions throughout the class would not only make the class more interactive, but also helped teacher measure and improve student learning. The teacher said he would not ask the students if he only had two or three minutes before the time was up, "I will not ask my students in the end of the class about the topic if I have not enough time. Thus, at least twenty minute before the end of time I will ask them. It is to make me easy to give the suggestion about their questions". In doing this strategy to make interaction with the students, the teacher would wait the students to answer her question. He waited for students to think and formulate responses for 5-10 seconds. It would increase the number of students who volunteer to answer if students did not volunteer before 5 seconds have passed.

Teacher would repeat the questions to listen their answer about the questions. The teacher also did not interrupt students' answers because he thought he knew what the student was going to say. So, the teacher let the students to thing about the answer from the questions. He showed that he was interested in students' answers, whether right or wrong. By using facial expressions that show he was listening and engaged. He did not look down at her notes while student was speaking if there was a student gave an incorrect or weak answer. He pointed out what was incorrect or weak about the answer, but also he asked the student a follow-up question. That would lead that student, and the class, to the correct or stronger answer. As the students said that:

When we see him, Dad always asks us in class, so we chat and tell stories first before studying. [Student 1]. Sometimes Dad asks for our opinions [Student 2] Usually Dad asks them to give a conclusion. If we can't answer the questions well, then Dad asks us to make a conclusion [Student 3].

It means that the teacher wrote the notes from the student's answer overlooks. The most important conclusion of the study they were discussing, then he asked that same student to try to recall what that conclusion was. If he or she did not recall the conclusion, teacher asked by using these questions to the class. Questions should be designed to promote evaluation and synthesis of facts and concepts. Lower and Higher-level thinking questions could be start or end with words or phrases such as, "explain," "compare," "why," "which is a solution to the problem," "what is the best and why," and "do you agree or disagree with this statement?". The subject said that has big motivation to lean is the key. It is also one of the components that determine someone to be success in learning language. If we do not know how to think and solve the problems we could not make abilities getting

more and also how we can success in learning the language. As he said that on (02th October 2018).

I teach English in my class and I have also prepared exercises in my lessons by reading texts and other exercises. There are many interesting statements in the text which can be used for students to discuss with each other. I will ask questions related to the text and students will answer my questions according to the text or they can use their own experience and knowledge to answer. I take them to read and explore sources to improve their own ability to answer questions. Concerning their learning, I also ask them to ask and answer questions in their own way in discussion groups.... [Teacher]

He believed that questioning played a critical role. Questioning models for students how they should think. His professional educators used open-ended questions to encourage discussion and active learning. Students and teacher also incorporated questioning into their everyday discussions with students. He worked on the text book from which the students read the text and discussed with partner. He explained the texts before, during, and after the text was read and asking the questions to the students. Generally the teacher read or asked the students to read the text, he explained what the text talked about, then the teacher asked to the students to answer the questions related to the reading text. In that process whenever students found the unfamiliar words, the students were asked to translate them by asked him or look up in the dictionary to find out the meaning. Because dictionary was the easiest tool that can solve their difficulties in finding the meaning of the vocabularies, so they can understand the texts. As the subject said:

...teaching in class, I ask my students to understand the text, after that they can ask questions. As a teacher, I know that my students have problems in their research or not. So, by asking them to ask questions, I can help them if they have problems. I can see them from being active and interactive in the class. So, I have to find a good strategy to teach them. I use critical thinking in my class when they do exercises or when they do in groups... [Teacher]

He knew that her students have problems in their study or not. He tried to compare and contrast about anything in the classroom and the book that his students read. He compared and contrast today's English lesson with the last week's about the ideas are endless. Teacher developed the questions that were going to help students' assignments. He helped his students with essential questions to make sense of the knowledge they were learning. He also used open-ended questions, with no right or wrong answer, which prompts exploration in different directions and require synthesis of information. Sometimes the teacher round that some of students when they discussed about one lesson or topic. There were two students could understand the text well, so the teacher asked them to find out the meaning in dictionary. As the subject said,

My father asked about the latest events, not only local but also national and even international [Student 4]. I was also trained to analyze texts and also work together to solve problems in class in groups. [Students 5]

Sometimes he asked the students when they were doing and understanding the texts. The teacher gave the clue if the students ask about the meaning of sentences so they can guess the meaning of the sentences. The students looked enjoyable in doing their activities in the class. Not only giving the clue of the words, the teacher also asked the students to explore their ideas about the topics and if the students could not understand to speak in English the teacher asked the students to write in their paper and then they could speak based on the writing on the paper.

b. Classroom Discussion

The major strategy in the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari was discussion. The students read the story based on the lesson at that day, because the teacher worked on the text book from which the students read the text. In reading text automatically the student were asked to understand the text. Generally, the teacher read or asked the students to read the text. There were various types of text such as notice, narrative, and recount. He explained words before, during, and after the text was read.

I ask my students to open the lesson in their textbook. They have to read the text and understand the text, sometimes I add other texts to make the learning process run well. Texts such as announcements, narratives and also telling texts. So, it is good for them, they can use their experience to understand the text....[T2]

Before reading, students were pre-taught unknown story in the text. In this case, the teacher had a preparation about what kinds of the text that was taught. It was easy stories used there, and decided which story was new, difficult to understand the story and presented them before reading activity. During interaction, teacher guided the students to read aloud the text. After the text was read, the teacher explained what the text talked about. He discussed the new information, and then asked the students to answer the questions related to the reading text. Through this activity, the students' thinking mastery could increase, because the students found a lot of events in the story that they had never known before. As the subject said, "By reading, students can increase their new knowledge and information". So, it gave new knowledge to them. This activity also helped the teacher to make them interaction each other.

According to the subject, the students needed to know the meaning of the texts well. It was used to understand the story because the texts in English language, so the students could work in group to find the meaning of the texts, then the students could read and tell the story or give their opinion from the text. Sometimes the English teachers of Eleventh Grade in SMK N 2 Batang Hari used two languages when he explained the story in teaching process. For example, the teachers used Indonesian language in explaining the story. The following is field note that researcher got during the observation (October 04th, 2018) that gave illustration that the teachers used Indonesian language in explaining the story in teaching. "In A class of 9th Grade, the teacher asked the student to read and understand the text in their group. It was started from the first group than continued to another group. The teacher asked the students to discuss and explain the story from the text by speaking it in Bahasa Indonesia." From the illustration it can be known that in explaining the story, the teacher used Indonesian language and also the students itself.

The understanding the texts were done when the teacher asked the students to work in group. They discussed with their friends and do the exercises on the text book or module. Firstly the teacher asked the students to read and tell the story in front of the class. It was used to know their understanding of the text as well. As the teacher said;

I teach English subjects such as reading, listening, writing and speaking. For speaking and listening, I often ask my students to make dialogues based on the texts they have learned, then I ask them to practice, or retell..[T1]

From that statement, it can be seen that the other useful way to make interaction was by practicing conversation. The teacher firstly read dialogues and stories so that students should listen carefully to get an idea what the text was about and provides short information of the story. Secondly, listening was done after the text was read and students listen and read consequently. After that they should be able to provide more detailed information. The teacher did an awareness-raising activity that aimed to help students' understand about the topic or issues. Awareness involves at least three processes: attention, noticing, and

understanding, as the students said that

We have to pay attention to what is conveyed by you, otherwise we will not understand what to learn and also if we do not understand the time in the group we might not understand [Student 6]. We are required to pay attention to the topic and also the material to be discussed, so that later it can be used for discussion in the group [Students 7], if we do not understand later we cannot provide input to the group [Student 8]. We have to use our experience to answer questions given by guru [Student 9], we also ask if we do not understand the topic [Student 10]

From the subjects' statements, students need to be paying attention-interested, involved and curious if they were going to make interaction each other. The activity of the discussion regarding attention based on the observation are; listening to the videos in LCD about the topic or new issues and the then, is the conscious thinking of some events in the videos. The activity based on the listening activity such as; focusing to the information and check the place and also focusing on new vocabularies (taking note in every new words, phrases or quotations). It means the recognition of a general rule. The activities of the debate regarding the understanding about the topics, every student got chance to re-tell the story chronologically or information. So the teacher pointed one student to re-tell and it will be continue by all students. The students divided into two teams and each team there were three or five students it depended the number of the students.

Additionally, students played game. In this activity students did not work in groups, but they make a circle in classroom. They listened the familiar song that had given in previous meeting. After listening, the students played a game related to the song, called Roundtable. It is one activity in classroom discussion. Each student got one paper and the student wrote one sentence that he /she could think of about the song. After writing one sentence, the paper was passed to the next student who would read and continue the story by writing a sentence within a time limit. This continued after the story was long enough. When the students had finished with this activity, they must read it in front of the class. All students listened to their friends excitedly because most of the stories were funny. When the teachers found a big mistake in grammar, they would isolate and address it. Some stories would be read out.

In discussion, the students could make dialogue in group based on the certain texts that have been learned and practice it. Sometimes the teacher also asked her students to retell the texts. Those activities helped the students to understand the context of the texts. Because the teacher believed that context was important as it helped students' to understand well the texts. In addition, in order to make the students have a good retention in thinking, the teacher asked her students to give their opinions that they have learned and used them in daily life communication. The subject not only worked on the text books, but also worked with some literatures that were available online. He asked her students in a group to find out some texts on internet such as some kind of texts that have been learned for example descriptive text, recount text, narrative text, etc. After the students have found some kind of texts, the teacher asked her students to give their ideas about the texts and discussed them with others group in the class before it was collected as group assignment.

B. Discussion

This part presents the discussion of the research findings. There was one research question proposed in this study. This research focused on the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari. In attempt to make the teaching and learning process successful. According to Sudarna (2019) there were two factors, which are: (1) Individual factors such as students' ability to use the interaction with other students, students' motivation about topics discussed in the online group discussions,

and individual learning style and (2) Group factors consisted of a combination of students' learning styles in a group and group roles facilitator and summarizer. In this case, the teacher of Eleventh Grade in SMK N 2 Batang Hari considered that factors, one of them was by considering the interaction and he used two ways interaction by Kapoe (2021).

From the research finding, the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari were so various. The first was questions, the teacher prepared well for the class from the times and help sessions, compose specific questions that he would ask to his students it was used to make the learning process run well, he also anticipate the answer if the students would ask her about the previous lesson. It is also supported by Kapoe (2021) asking a student to evaluate when exercises should be included in a teaching, it is more challenging than asking a student to define all the time. The teacher gave additional materials beside the stories from the textbooks. The teachers presented the short story in the LCD projector so all students could read it. The teachers asked other students to retell the story in their own words in order to check their comprehension. This activity integrated reading, listening, and speaking. In addition, when retelling the story, the student needed to employ their vocabulary, pronunciation, and grammar at the same time to produce correct and understandable discourse. It is similar lines with the finding of (Mardiana, 2019).

The second strategy is classroom discussion, in this strategy the teacher had a preparation about what kinds of the text that was taught; easy stories used there, and decided which story were new, difficult to understand the story and presented them before reading activity. During interaction, teacher guided the students to read aloud the text. After the text was read, the teacher explained what the text talked about. He discussed the new information, and then asked the students to answer the questions related to the reading text. It is also supported by Kapoe (2021) through this activity, the students' interaction could increase, because the students found a lot of events in the story that they had never known before. The students needed to know the meaning of the texts well. It was used to understand the story because the texts in English language, so the students could work in group to find the meaning of the texts, then the students could read and tell the story or give their opinion from the text. Sometimes the English teachers of Eleventh Grade in SMK N 2 Batang Hari used two languages when he explained the story in teaching process. For example, the teachers used Indonesian language in explaining the story. It is similar lines with the finding of (Mardiana, 2019).

From the discussion above, we can see that the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari. The teacher used more than one way to make interaction with the students such as: questions and discussion, he also asked the students to read text, translation and understanding, looking up at dictionary, practicing dialogue and storytelling and playing word games for communication in daily life. These ways help the students in making interaction with teacher and their friends, because students can think easier, faster, and more enjoyable ways to make interaction in the classroom and their ability in English could get progress.

CONCLUSION

The finding indicated that the classroom interaction in English class of the Eleventh Grade in SMK N 2 Batang Hari. The teacher used more than one way to make interaction with the students such as: questions where the teacher prepared well for the class from the times and help sessions, compose specific questions that he would ask to his students it was used to make the learning process run well, he also anticipate the answer if the students would ask her about the previous lesson and discussion, where teacher had a preparation

about what kinds of the text that was taught; easy stories used there, and decided which story were new, difficult to understand the story and presented them before reading activity. During interaction, teacher guided the students to read aloud the text. He discussed the new information, and then asked the students to answer the questions related to the reading text. He also asked the students to read text, translation and understanding, looking up at dictionary, practicing dialogue and storytelling and playing word games for communication in daily life. These ways help the students in making interaction with teacher and their friends, because students can think easier, faster, and more enjoyable ways to make interaction in the classroom and their ability in English could get progress.

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