



CLASSROOM INTERACTION IN COMMUNICATIVE LANGUAGE TEACHING OF SECONDARY SCHOOL

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ABSTRACT

This research aimed to describe the dynamics of classroom interaction and examine the factors influencing it. The researcher utilized qualitative methods, including classroom observation, semi-structured interviews, and questionnaires. The findings revealed that the teacher predominantly led and controlled the interaction. Good interaction only occurs at the beginning of the lesson, so for the most part, the teacher initiates and the students only responded to the teacher by giving answers in the form of phrases or words. For interaction between students they are interacted with their friends most of the time. But, mostly, it was not related to the English topic discussed. The researcher also found several factors affecting classroom interaction, such as students' lack of motivation, hesitancy to speak and engage in class discussions due to limited vocabulary, embarrassment, and fear of making mistakes.

Keywords: *Classroom Interaction, Communicative Language Teaching, Teacher Interaction, Students Interaction.*

1. INTRODUCTION

In the teaching and learning process, one of the things that is very important for the success of learning is interaction. Classroom interactions have played an important role in the process of teaching and learning. The goal of teaching and learning can be achieved through interaction. As mentioned Walsh (2011, p.23), effective interaction plays a crucial role in achieving a meaningful objective in the target language within the classroom. In order to foster communication, it is important for both the teacher and students to engage in language-

based interactions during classroom activities. Discussing the significance of interactional learning AlKhoudayr (2018) state, "Student-teacher interaction is critical because it plays a crucial role in the development of a positive trajectory of student academic progress and social improvement" (p. 86). In addition, they declare that pupils can acquire communicative competence through interactive classroom methods. In addition, when discussing the significance of interaction Attaran (2014), explain that interaction has received special attention since the advent of communicative language teaching.

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Communicative Language Teaching (CLT) is a teaching method that adheres to a student-centered approach. The Communicative Language Teaching (CLT) approach enhances students' capacity to actively engage with the target language by greatly facilitating the learning of communicative activities within the classroom. Implementing CLT in the classroom requires English teachers to demonstrate creativity and proactivity in guiding and facilitating the class. Classroom interaction pertains to the sharing of thoughts and communication occurring between the instructor and pupils within the educational environment, as highlighted by Zhou, Y (2010). Applied CLT serves as a representation of internal and external factors, encompassing interactions between learners and teachers, as well as interactions among the students themselves. Each component plays a significant role in enhancing English proficiency.

Nevertheless, numerous challenges hinder the smooth interaction between teacher and students, as well as among the students themselves, in the classroom during the learning process. As a result, the level of interaction remains significantly limited. According to the researcher's observations to the VIII4 class of SMP PGRI 1 Palembang, researcher found that students faced interaction problems, Here are some issues that researcher has found in the observations:

(1) Lack of student engagement in Class causes disturbances in the learning environment, with only a minority responding to questions and others engaging in unrelated activities.

(2) Student cooperation is limited due to individualized learning activities, resulting in diminished interest in English classes and a lack of peer discussions on learning difficulties.

(3) Learners struggle with active participation in learning due to embarrassment and limited confidence in public speaking, hindering effective classroom interaction with teachers and peers.

Low self-assurance and uncertainty in classroom setting cause students to hesitate to express opinions, leading to disinterest for interacting during the process of teaching and learning. Multiple studies have been conducted to examine the interaction between teachers and students within the classroom setting. One such study conducted by Rohmah (2017) aimed to explore the nature of teacher and student discourse, as well as the patterns of teaching and learning interaction among students studying Economics. The findings revealed that the teacher predominantly engaged in teacher-centered talk, while the students' talk varied during the learning process. Another study conducted by Febriansyah in 2014 focused on enhancing classroom interaction in English teaching and learning through the use of communicative tasks. The research findings demonstrated that incorporating communicative tasks into the classroom setting can significantly enhance the quality of overall classroom interaction, making it an effective strategy for teachers to employ.

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2. LITERATURE REVIEW**Classroom Interaction**

Initiated by Chaplin (2011), Classroom interaction involves the collaborative exchange of thoughts, emotions, or ideas between multiple individuals, leading to a reciprocal influence on each other. Classroom interactions are essential for effective teaching and learning, involving active discussions, exchanges, and meaningful discussions between teachers and students. They facilitate information exchange and encourage active participation. Ellis (1990) in (Hanun, 2017) state that Interactions are meaning-oriented and are conducted to

facilitate information exchange and avoid communication breakdowns.

Classroom interaction involves teacher-student exchange of actions, influenced by student responses. As described by Tsui (1995) and Raga (2010:6) in (Da'ar, 2016, p. 312) Classroom interaction is characterized by the collective involvement of participants, where each individual plays a role in shaping the direction and ultimate outcome of the interaction. Although interaction is a joint effort by all class members, there are many aspects that the teacher controls or manages, also one of these aspects is the input that is offered, as stated by Wagner (1998) in (Da'ar, 2016, p. 312) that interaction does not happen only on one side, but there must be an interaction that communicates by exchanging messages. Interactions between teachers and students take place on a daily basis during classroom activities. The presence of interaction within the classroom environment plays a crucial role in sustaining students' interest and engagement in communication.

As stated by Goronga (2013) in Ningrum's (2017) work, classroom interaction actively involves students in the teaching and learning process, thus fostering their participation and engagement in educational activities. This indicates that classroom interaction serves as a catalyst for encouraging students to actively partake in the teaching and learning process.

The conclusion is the pupils and teachers must build good classroom interactions during the process of learning throughout the day. Classroom interaction encompasses more than

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just delivering lessons; it also includes engaging in discussions to address any areas of the material that students may not have comprehended. Moreover, classroom interaction involves various activities such as transmitting messages, receiving messages, interpreting messages, and negotiating meaning.

Types of Interaction

Classroom interaction holds significant importance during the process of teaching and learning. Students learn better when they participate in direct classroom activities. Therefore, the quality of classroom interaction directly influences the effectiveness of learning. The following is an explanation of some types of classroom interaction. Nisa (2015) in (Ningrum, 2017), the following categorizes seven types of classroom interaction within the classroom, with the objective the target language of teaching:

a) Instructor speaking to the whole class

This form of interaction occurred at the beginning of class when teachers greeted students and introduced materials.

b) Instructor speaking to an individual

This kind of interaction is employed when teacher check student attendance, guide students, and ask questions in conversational Engagements like ice-breaking activities, incorporated as part of a communication game.

c) Instructor speaking to group of pupils.

This particular type of interaction was employed during speaking activities conducted in seminars, serving as simulations.

d) Pupil speaking to instructor.

This category pertains to instances where students take the initiative to ask questions or engage with the teacher.

e) Pupil speaking to pupil.

This particular form of interaction is referred to as "pair work" and occurs during imitation and communicative play activities in the classroom.

The responsibility of managing classroom interaction lies with the teacher. When teachers can't handle interactions, students fail the process of teaching and learning. According to Khan (2009) in (Ningrum, 2017), classroom interaction plays a vital role in fostering pupils' active involvement in the learning process. This implies when teacher provide opportunities for students to express their thoughts and idea, students exhibit high levels of enthusiasm and engagement in their learning journey.

Participants in Classroom Interaction

As stated by Abraham and Margana (2019, p. 50), the classification of classroom interaction types is based on the participants involved. It differentiates various ways in which interaction occurs in the classroom. Depending on who communicates with whom, there are four distinct participant roles observed in the classroom setting.

a) Teacher – learners

The initial type of interaction (teacher - learners) occurs when the teacher addresses the entire class simultaneously. In this scenario, the teacher assumes the role of a leader or controller, guiding and determining the nature and progression of the activity.

b) Learner – learner

The second category of interaction (learner-learner) occurs when students are assigned tasks by the teacher and instructed to collaborate in pairs. During this scenario, the instructor play as a facilitator, monitoring pupils' progress, moving around the pairs, and offering assistance whenever necessary.

c) Learners – learners

The final type of interaction (learners - learners) occurs when students are assigned a task to be completed in groups. This form of interaction builds upon the preceding section where students collaborated in pairs.

Communicative Language Teaching

As mentioned by Brown (2007) in (Margana, 2019, p. 47) provides a definition of Communicative language teaching as an instructional method in language education that emphasizes the importance of authenticity, interaction, learner-centered activities, task-based learning, genuine communication, and the attainment of meaningful goals. Madya (2013) in (Margana, 2019) suggests that English teachers employing CLT as a pedagogical approach dedicate their language expertise and utilize this knowledge in communicative activities to facilitate and enhance students' language learning. As previously mentioned, the objective of CLT is to empower students to develop their communication skills.

In CLT classroom, the roles of instructors and pupils differ. The instructor's role is to facilitate communication within the classroom. They are primarily responsible for creating an environment that fosters effective communication. Teachers also serve as

consultants, addressing students' inquiries and overseeing their progress. Conversely, students are active participants in communication. This implies that even if their command of the target language is not fully developed, you actively engage in discussions of meaning while trying to help others understand and understand you. In other words, students have a sense of knowing the situations in which they learn best.

Based on the above explanations, it is evident that the CLT approach emphasizes significance of interaction in the process of teaching and learning. This aligns with the primary objective of CLT, which is to equip students with communicative competence. English teachers hold a vital role in this regard. The manner in which teachers guide the class and engage with students is crucial for the success of teaching and learning, particularly in aiding students to acquire the various competencies encompassed within communication skills.

The Significance of CLT in Interaction

As previously mentioned, interaction plays a crucial role in the process of teaching and learning English. It serves as a determining factor for achieving the learning objectives during each class session. Given this reality, interaction serves as the primary channel through which instructors and pupils share thoughts, emotions, opinions, perspectives, and views. This also extends to student interaction within the CLT classroom.

Rahimpour and Magsoudpour (2011) in (Gabriel Fredi Daar, 2020) state that teacher-student and student-student interactions play an important role in foreign language development.

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Furthermore, according to Hall and Walsh (2002) cited in (Daar & Ndorang, 2020), interaction holds significant significance within the language classroom as it serves as both the medium through which learning takes place and the focal point of pedagogical interest

From the discussion above, it can be concluded that interaction plays an important role in the teaching and learning of English, especially in the CLT method. Interaction apparently becomes the main major of exchanging ideas, feelings, opinions and ideas between instructors and pupils. Interaction in the classroom offers advantages to both teachers and students, as it aids in the accomplishment of teaching and learning objectives. It benefits all individuals involved by assisting them in attaining their goals in the educational setting.

3. METHODS

Participants of this study were 8th grade English Teacher and 29 students of class 8.4 at SMP PGRI 1 Palembang. The main goal of this research is to obtain a comprehensive depiction of classroom interaction. To achieve this goal, the researcher employed a qualitative research methodology. As explained by Fraenkel, et al. (2012, p. 426), qualitative methods refer to research studies that explore the character of relationships, situations, or materials. commonly known as qualitative research. Similarly, (Sugiyono, 2018, p. 18) describes qualitative research methods as an approach rooted in the post-positivist philosophy, utilized to examine the characteristics of natural phenomena.

While the aim of qualitative research is to provide an in-depth description of the underlying reality of a phenomenon. in the setting of this research, it is intended to depict the events taking place in the classroom, specifically focusing on the interaction between instructors and pupils and exploring various aspects of classroom interaction during the teaching and learning process at the secondary level of SMP PGRI 1 Palembang. The data collection techniques used in this research are: Observations, Interviews, Questioners, and Documentation.

4. RESULTS AND DISCUSSION

This section of the research focuses on the research findings obtained from SMP PGRI 1 Palembang. The researcher used classroom observation, semi-structured interviews, and questionnaires as data collection techniques. The findings of this study align closely with Tiwari's (2021) research conducted in Lower Secondary schools in Jakarta. Both studies indicate that there are various internal and external factors that influence classroom interaction. Additionally, the findings of this study are consistent with those of Eisenring (2019), which highlight the teachers' positive perceptions regarding the importance of interaction in the classroom.

Based on the researcher's own observations, it is evident that instructors want either less or more interaction with their pupils to help them learn more. The instructors believe that interaction is vital for the development of communication skills in English. The researcher

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elaborated in detail about some important points that were meant to answer the research question.

1. The condition of classroom interaction

The researcher analyzed English Language interactions in Secondary level SMP PGRI 1 Palembang, finding good interaction only occurs at the beginning of lessons. Students often respond with phrases or words, and the teacher initiates question-and-answer sessions.

- T : open the page 22 and how many pictures are there?
 S : 5 (in chorus).
 T : Now look at the pictures? What is picture number 2?
 S : Birthday party invitation
 T : Picture number 5?
 S : Wedding invitation

As can be seen, Students answer instructor's questions using words and sentences, with the instructor focusing on delivering subject matter rather than interaction. They often ask text-based questions, aiming to make pupils understand the textbook. The transcription below shows how teacher ask students short questions related to the subject matter to check their understanding.

- Q : What type of invitation is picture no. 4?
 S : Dinner invitation (in chorus)
 T : right, dinner invitation. Okay...who wrote the invitation and for whom was it given?
 S1 : Eco wrote it and gave it to Rosie
 T : Ok, when was the letter written?
 S : May 25, 2023 (in chorus)

The transcript shows a teacher prioritizing content learning over in-class interaction, using

students' first language to convey points quickly, and frequently asking short yes/no questions. The lecture method is frequently employed. Students show attentive listening during lessons, rarely asking questions, and focus on vocabulary. Instructors often translate words into their first language and clarify English words using simplified language. Students act passively, lacking mutually supportive and collaborative learning activities. Teachers initiate interactions, and students' role is limited to responding to questions.

Furthermore, Pupil-to-pupil interaction occurs when students struggle with teacher explanations and seek assistance from friends. Students feel more comfortable asking for help than directly asking the teacher, as direct communication can make them feel ashamed and afraid of mistakes. Establishing a friendly relationship with the teacher can improve communication and foster a positive classroom atmosphere, promoting better English practice and fostering an environment of equality.

2. The factors affecting interaction

Factors influencing classroom interactions include active participation from both instructors and pupils. Instructors must create opportunities for students to express themselves in English, rather than dominating the classroom. Addressing challenges like lack of time or self-confidence can be achieved by providing praise and motivation. Interactive and engaged students enable instructors to achieve learning objectives. Other factors that can influence classroom interaction during the teaching and learning process include:

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Firstly, the use of various media is needed. Various media stimulation and grammar instruction enhancement are crucial for English conversation engagement and communication needs. Secondly, Incorporating interactive activities in the classroom is crucial for students to enhance speaking skills and avoid limited textbook-based activities. Additionally, Teachers should maintain positive assumptions about students' competence, as beliefs significantly impact instructional approaches and classroom dynamics

5. CONCLUSION

Based on the findings presented in the previous chapter, it can be concluded that the teacher interacted with the entire class, by accepting feeling, providing praise and encouragement, accepting and incorporating their ideas, asking questions, delivering lectures, and giving instructions. The instructor accepted the pupils' feeling when they expressed greetings at the start and end of the class. Lecturing occurred when the teacher presented or explained lesson content, discussed dialogues or pictures. In terms of student interaction, it was observed that most of their interactions were with their friends, but they were mostly unrelated to the English topic being discussed. These conversations primarily took place in the Indonesian language.

In addition, some factors that can hinder classroom interaction during the teaching and learning process namely: the pupils lack of motivation, pupils are not very interested in interacting with the teacher during the lesson,

pupils don't dare to talk and argue in class, the reason may be due to limited vocabulary, embarrassment, and fear of making mistakes. Furthermore, it's crucial to provide pupils with a variety of communicative classroom activities that allow for increased interaction with both the teacher and the students. These activities should create opportunities for pupils to actively participate in English discussions and express their thoughts and ideas. These activities can help increase students' confidence in conducting English conversations and foster a more interactive learning environment.

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