classroom interaction

by Ali Akbar

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An Analysis of Classroom Interaction Using Flint System in Online Learning During Pandemic Covid-19

Dice Lestari
Institut Agama Islam Negeri Bengkulu
lestaridice@gmail.com
Ali Akbarjono
Institut Agama Islam Negeri Bengkulu
ali@gmail.com
Feny Martina
Institut Agama Islam Negeri Bengkulu
feny@iainbengkulu.ac.id

Abstract

Classroom interaction is not only carried out during face-to-face learning, but also in online learning. As we know that classroom interaction an important component to achieve the effectiveness in the learning process. This study aims to find out how is the classroom interaction between English teacher and students in online learning during pandemic Covid-19. This type of research was descriptive qualitative, so the researcher used observation, interview and documentation for collection the information and data. The students of MAN 2 Kota Bengkulu at XI IPS 1 as the subject of this research. The researcher needs a systematic procedures in analyzing the data in order that the result can be organized systematically. The result showed that the classroom interaction between English teacher and the students was good. The most frequently utterances did by the teacher was ask question, give information and correct direction. Whereas, student response, specific and student response open-ended or student initiate mostly for the students talk categories.

Keywords: Classroom interaction, Online Learning, FLINT System

A. Introduction

The detection of the coronavirus (COVID-19) at the end of 2019, was made the people shocked. Coronavirus is a collection of viruses that can infect the respiratory system. This virus was first detected in Wuhan China, then spread almost throughout the world, including Indonesia. The transmission process of this virus is very fast and dangerous.

Education in Indonesia feels the impact of corona virus. Trough presidential decree number 7 year 2020 about the task force for acceleration of coagulation covid-19 and minister of empowerment of the state civil apparatus decree number 34 year 2020 which change to circulars the decree number 19 year 2020. This decree contains the instruction to work from home until April 21st, 2020. This condition forces educators to teach the students through the online system.

This is a challenge for all of the teachers, especially English teachers. The English teacher should be apply distance learning. which allows the learning process to run smoothly using technology, although there is a separate distance between teacher and students. As stated by Casarotti et al that, the basic definition of distance learning considers that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources.

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Zhang et al. (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning that is carried out in the classroom. The implementation of online learning requires supporting facilities, such as smartphones, laptops, or tablets that can be used to access information anywhere and anytime (Gikas & Grant, 2013). Since the implementation of study from home, the Indonesian government has provided several applications that can be used to support online learning. It can be in the form of synchronous or asynchronous learning.

One of the social media that has been widely used by various groups, especially students, is WhatsApp. Anwar & Riadi (2017: 3) define WhatsApp as a chat application that can send text messages, images, sounds, locations and videos to other people using any type of smartphone. Its mean by using WhatsApp as a learning medium, it can allow the interaction process among its users. Jumiatmoko (2016: 53) states that WhatsApp is an Instant Messaging technology such as SMS with internet data aided by supporting features that are more attractive and is the most popular social media that can be used as a communication media.

Classroom interaction is not only carried out during face-to-face learning, but also in online learning. As we know that classroom interaction an important component to achieve the effectiveness in the learning process. In online learning, teacher must manage good interaction with students, not just explaining material and giving assignments. This is what encourage researcher to know the classroom interaction between English teacher and students in online learning during pandemic Covid-19.

B. Research Methodology

A qualitative study was conducted using a descriptive reseacrh approach. The researcher using observation, interview, and documentation to collecting the data. According to Gor man and Clayton, observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. So, observation is a method of grouping knowledge by researcher with the intention that somebody will feel then perceive the data of a phenomenon.

The researcher would observe the classroom interaction in online learning between English teacher and students to would find information need in this research. However, this observation is a non-participant observation which is the researcher only joined in the study group as observer and watch how is the teacher and students' interaction.

This interview is an open-ended interview which is the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. In this interview the researcher asked ten questions to the sample or respondent related to the interaction between English teacher and students in the classroom.

In the interview, the researcher would use some tools that were useful for enabling or running the interview process. The researcher would gave questions for English teacher and some students who would be sample. In the interview, English teacher and some students would gave answers to questions would given by the researcher based on their own opinions and experiences. When the interview process takes place, the researcher would record all the conversations when the interview was done use a tape recorder.

Documentation was used to supporting document to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and

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visual materials. They can be in form of records, instructional materials and pictures. All the documents and photographs used to support the primary data from observation and interview.

Then, the researcher needs a systematic procedures in analyzing the data in order that the result can be organized systematically. For this research, those most appropriate procedures in analyzing data is interactive model by Miles and Hubemman (1994). The procedures of data analysis in this method can be describd as the following figure:

Figure 1:

Components of Data Analysis: Interactive Model

Miles and Huberman
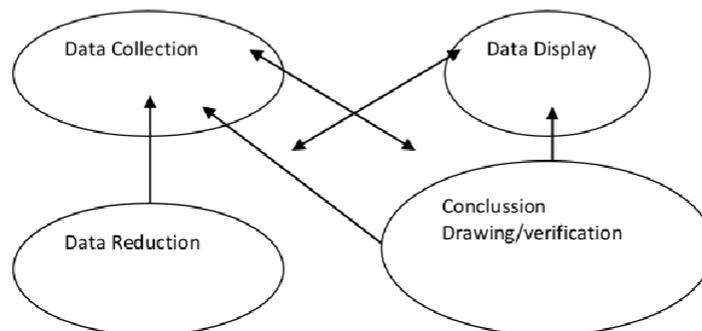
From the figure 1 above, the procedure can be describe as the following details:

1. Data reduction

Data reduction occurs continually through out the analysis. In early stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoring, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.

2. Data Display

Data display has functions to organize, compress and assemble information. The activities are in this stage are: making summary descriptively and sistematically in order to know about the central idea easily and interprete them critically. In other word, data display played important roles in this research.

3. Drawing and verifing conclusion

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reducing and displaying the data aim to help drawing conclusion While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify. Using rnultiple methods to "triangulate" (i.e., confirm and deepen understanding by using multiple sources all focusing on the same process/event) within the same case is described.

C. Results and Discussion

1. Results

a. Asking questions

Asking question is the fourth category in FLINT System, but in the three time observations this point got the higher score that is 22,37%.. Teacher used the quetioning in the classroom, whether to get students opinion or idea, even though to get information from the student, bassically to stimulute student to talk also to know the student understanding about the topic. The extract below shows the ask question from the teacher intended to stimulate the student to talk.

Extract 1

T: kalian masih ingat teks procedure kah?

S: (silent)

T: ada yang ingat teks procedure?

S: morning sir

T: Pada lupa ni kayaknya, itu loh kalau nggak salah kalian belajar waktu SMP, biasanya tentang cara bikin makanan.

Extract 1 shows that the teacher was trying to stimulute the students to talk, the students confused to answer. Therefore, the teacher asked again the question with a clue.

b. Student response, specific

This category can be conclude Responding to the teacher within specific an limited range of available or previously practiced answers, reading a lot, discussion, drills. Student response, specific is the eight category of FLINT System this revealed with 15,98%. The extract below shows students response, specific.

Extract 2

T: Nah, materi yang sir share di google classroom tentang tekx explanation hampir mirip dengan procedure. Coba dibaca!

S: Iya sir

…

S: Siap sir

Students' responses in these extract were very limited. Students asked by teacher to read the topic and the students only answer 'iya and siap sir'.

c.   Give information

The fifth category is giving information by the teacher talk get 14,15%.. Usually in this category the teacher giving own opinion, fact, lecturing or asking rhetorical question. Here the extract shows the teacher utterance in giving information.

Extract 3

T: Intinya ada awalan 'di' pada kata kerja

S: Iya sir

T: Kalimat aktif biasanya subjek didepan kalo pasif subjeknya dibelakang (ini gampangnya)

S: Baik sir

S: Thanks sir

T: Nah jadi explanation itu biasanya banyak kalimat pasifnya dan perlu kalian ingat bahwa tidak semua proses itu bisa dibuat jadi tek explanation.

All of the teacher utterances above was included in give information. In the second meeting , the teacher give information about paasive voice that often used in the explanation text.

d. Give direction

Flint System also occured giving direction as a type of teacher talk. It can conclude giving directions or requests, commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity. This category get 12,31% in the three times observation.

Extract 4

T: Sekarang sir tanya dikit maksud kalimat passive ada yang tahu? Ayooo, passive itu apa?

S: Kalimat pasif digunakan untuk tindakan (kata kerja) dan objek kalimat daripada subjek.

T: Good point. Ada yang lain? Ada yang bisa jelasin lebih rinci?

S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan.

T: Ok, dah bagus itu.

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T: Biar lebih gampangcoba beri contoh 1. Bahasa Indonesia aja nggak apa.

S: Lalat dimakan oleh cica.

T: Nah betuuuuul

S: Oke sir

T: Intinya ada awalan 'di' pada kata kerja

Based on the extract above, the teacher utterances are giving direction to the teacher. First is, the teacher asked about passive sentence, the student answer it, then the teacher asked to another students to gave more detail opinion. Finally teacher asked to the student make an example of passive voice.

e. Student response, open-ended or student initiated

Students response, open ended or student initiated is the one of students talk categories and got 11,87%. In this category students Responding to the teacher with students' own ideas, opinions, reactions, feelings, giving one from among many possible answers that have been previously practiced but from with students nust now make a selection, initating the participation.

Extract 5

T: Yang sudah kumpul tugas: Annisa, Geon, Dea, Agung, Iren, Melinda, Lestari, Retty, Prengky, Andini

S: Thanks sir

T: Yansen, Delvi, yang lain segera di kumpul ya?

S: Baik sir

We can see in the extract above, students' responses were based on their own idea. In line two students response 'thanks sir' and in line four students said 'baik sir'.

f. Praises and encouragement

The teacher talk praise and encouragement, this category include the teacher gives complimenting, praising and encouraging to the students get 7,76%.. The teacher as possible makes students feel more confidence to continue or confirming that the answer were correct. This category has sub-categories that was done by the teacher which are jokes, kidding, making puns, attempting to be humorous.

Extract 6

T: Misal bagaimana proses jadian antara Dea dan pacarnya. Itu nggak termasuk explanation ya, walaupun ada prosesnya.

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S: iya sir (tertawa dengan *emoticon*, ketikan *wkwkwk*)

Based on the extract above, teacher utterance was attempting to be humorous. It was to make learning activity more fun.

Extract 7

T: Sekarang sir tanya dikit maksud kalimat passive ada yang tahu? Ayooo, passive itu apa?

S: Kalimat pasif digunakan untuk tindakan (kata kerja) dan objek kalimat daripada subjek.

T: Good point. Ada yang lain?

S: Hubungan antara subjek dan kata kerja dimana subjek menerima tindakan dari kata kerja, atau bentuk kata kerja yang menunjukkan suatu hubungan.

T: Ok, dah bagus itu.

According to the extract above, it can see that the teacher gave a praises twice for student who gave correct answer. Teacher said that it was good point dan jawabannya sudah bagus.

g. Deal with feeling

Accept feeling is the smallest frequency in types of teacher talk that occured in the class. However, in this category there are includes the acceptance, discussion, referring to, and communicating about students feeling in the past, present, and/or future time. The following is teacher utterances of deal with feeling. This category get 5,94% in the observation done by the researcher.

Extract 8

T: Good morning class

S: Morning sir

T: How are you today?

S: Baik sir

T: Kalian masih dirumah atau udah disekolah?

S: Udah sekolah sir

T: Gak kehujanan?

S: Hujan sir

According to the extract above, we can see that the teacher did was very specific, the teacher asked the students feeling. Also, teacher did it to know how students express their emotion or feeling.

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h. Use idea of the student

There are four elements of this category first is clarifying, second is interpreting, then summarizing, and rephrasing of what the students talk about. This category get 4,10% in this research.

Extract 9

T: ada yang ingin ditanyakan ?

S: Jadi teks procedure itu hampir sama dengan teks explanation kan sir?

T: Emang agak mirip sihh, cuman kalo procedure itu biasanya menjelaskan tentang proses menyelesaikan sesuatu, kalau explanation itu tentang proses terjadinya.

According to the extract above, the teacher was clarifying the students' answer is accepted. In the previous talk the teache explain the students' comprehension about text procedure and text explanation in same.

i. Silent

In online learning silent can also happen, which is a little pause interaction between the teacher and students. Its happen because students did something in their home, phone or another that cannot be undersood by the researcher. This category get 2,73% of the whole interaction. Here the exctract about silent condition in the group of online learning.

Extract 10

T: Ada lagi yang ingin ditanyakan?

S: Silent

T: Mana yang cowok niiih? Tidur semua kayaknya

S: (Silent)

This extract shows that, there is paused interaction because the students were silent.

j. Criticizes the student response

This category used by the teacher usually to keep the interaction and manage the classroom. This category was got 1,83%. This utterances can be rejecting the behavior of students, telling the students response is not correct or acceptable and communicating critism, annoyance and so on.

Extract 11

T: Ada yang mau ditanyakan?

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S: Tidak sir

T: Kalau ada yang kurang jelas, silahkan ditanyakan

S: Tidak ada sir, sudah jelas

T: Weehhh, pengen cepat pulang yaaa?

We can see that the teacher criticizes the students behavior in online learning. The students usually low motivation to ask question, then the teacher gave critism by good word like a jokes.

k. Confusing

The researcher must pay attention at this moment, whether it is only silent or confusing. Confusing category got the lower score it is only 0,91%.

Extract 12

T: kalian masih ingat teks procedure kah?

S: (silent)

T: ada yang ingat teks procedure?

S: morning sir

Based on that extract, the student were not response because they not remember about the topic asked by the teacher.

Based on the result of the data colection, the researcher presents the discussion in this section. It is purpose to describing the classroom interaction between the teacher and students in online learning at MAN 2 Kota Bengkulu. In analysis classroom interaction during pandemic, the researcher used two parts of FLINT System categories that are teacher talk and student talk.

2. Discussion

Based on three times observation that has been conducted at MAN 2 Kota Bengkulu in whatsapp group and google classrom as a media of learning. Whatsapp group that used by the teacher and students to create learning process and buld classroom interaction, while google classroom they used to uploading assignments. Therefore most of the classroom interactions are carried out in group discussion. The students asked to access the google form to class attendance that was made by the teacher.

The result analysis showed that the classroom interaction between the English teacher and the students in online learning during pandemic at the second grade of IPS 1 MAN 2 kota Bengkulu was good. The eleventh categories of FLINT System as the

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instrument of the research had been implemented. The teacher and students' utterances were Deals with feelings, Praises or encourages, Uses ideas of students, asks question, gives information, gives direction, criticizes students response or behaviour, Student response-specific, student response-open ended or student initiated, silence and confucion. However, based on the finding above, the teacher talk mostly ask question, Gives information, correct direction and praises or encourages. Wheraes, for the students' talk the most utterances are student response-specific and student response-open ended or student initiated.

Acording to the result of classroom interaction in online learning also showed that the most part in class was taken by the teacher. The teacher did asks questions, gives directions and information, accept feelings, praise or encourages and so on. The teacher's questioning to the students, to initiate the interaction during the process of learning. The teacher used this strategy to appeal the students curiousity about the topic. According to David (2007) stated that questions wiil attract students' attention. Finally, the students think and express their idea. It is an important part to create the classroom interaction, because the question by the teacher have possitive impact to make students participate in learning process. Therefore the teacher must have asking question skill to create classroom interaction .

The opening of learning usually begins with the teacher accept students feeling. It is very important to start communicate to the students, so the students do not feel afraid to continue in learning and brave to response to the teacher. Examples the teacher checked students' attendence and communicating of the past. Beside that the classroom interaction progresses when the teacher provides learning material, instructs students to ask questions, give ideas or understand the material provided and others. Also, the teacher uses idea of students if it is a great idea and can be mutually agreed.

Then, another way the teacher creates classroom interaction is to praise and encourage students. It can be seen from the observation that the teacher praised the students who gave their opinion on the question. Another point, the teacher makes jokes in the middle of communicating with students, so that the learning process is not stressful.

In online learning, controlling class interaction is more difficult than face-to-face learning, because students are often not focused so that some communication occurs outside of the discussion. Therefore, the teacher criticizes students to keep interaction is directed and controlled. Besides that, the low of internet connection, firstly to the students

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in rural areas make the pause interaction in online learning. Also when the student join the study group late, and find a lot of messages, which makes them confused.

In conclussion, to create the good classroom interaction in online learning both of the teacher and the students are must collaboretively build good communication. The important utterances that used by the teacher determines student activities to achieve learning effectiveness. The teacher gives the most questions to make students actively interact with the teacher, to control classroom interaction the teacher did direction to the students such as, read the material that uploaded, understand it, instruct to give opinion, the the teacher criticizing if the students' response is not true, it means that the students most actively in question and answer activity in classroom interaction. The results showed that the teacher's question was high in speech and specific student responses were dominant by students from all teaching and learning activities.

D. Conclusion and Suggestion

1. Conclussion

Classroom interaction is very important, it can not only apply in the face-to face learning but also in the online learning. The teacher must able to control the students focus in the learning activities through keep the interaction between teacher and students. It means while online learning the teacher as the person who has the most role in the smoothness of the learning process. So that there is no misunderstanding and communication off the path of excessive material. Therefore, both of the teacher and students must aware and understood that good interaction bring positive impact in the English learning. The teacher and students need to practice to able interact well.

The teacher did ask question to make the students more active to follow the learning process, also the teacher give information and then direct students to do an activities like read the topic, understand material and another task. In controlling classroom interaction, the teacher criticizes the student response to keep maintain unidirectional communication.

Also based on the result of observation, when the learning process the teacher and the students rarely use English for communication. use English only on very familiar words such as how are you, good, great. The explanation of the topic, gave information and direction, ask question and others mostly in mother tongue. The use of English for inyteraction is very limited.

2. Suggestion

Based on the findings and conclusion, the researcher recommended some suggestions to increase the quality of classroom interaction in English subject. They are as follows:

a. The teacher do more communicative activities to the students. However in online learning, teacher and students must active to interact between each other, also between student to another. It helps the students to develop their confidence to use English during the

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classroom interaction. Activities like small group activity, pair work and other can be included. Finally the students have more time to express their idea in that activities.

b. The challenge that is quite difficult when learning online is controlling students to stay orderly. So, the teacher's correction and criticizes are needed to improved, however without using words or intonations which communicate critism.

c. More practice to interact by using English for improve students confidence.

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