Classroom Interaction in English Speaking Class: A Study at SMA Santu Fransiskus Ruteng, Flores

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Abstract

The study aims at finding out how classroom interaction employed in speaking class at SMA Santu Fransiskus Ruteng, Flores. It's used mixed method combining the use of descriptive quantitative and qualitative study design with phenomenological approach. It's used random sampling, with 45 students taken as the samples. Meanwhile, employing a qualitative research design and phenomenological approach, the data for this study are mostly collected through interview completed by observation and documentation. For the purpose of deep interview, the participants are 1 English teacher and 4 students taken purposively. The study showed that 1) there is one aspect of classroom interaction mostly categorized as high level of implementation; Response and Asks Questions (28=62.2%). Data of interviewed confirmed that students need appreciation for learning progress or achievement they may make. It encourages them to be more active and participative. 2) Feelings acceptance, praises or encouragement, and ideas use or acceptance implementation (40=88.9%) and giving directions, criticisms or authority justification (38=84.4%) were mostly in the category of medium level. Meanwhile, initiation was mostly in the category of low level (24=53.3%). Data of interview confirmed that low initiation is caused by students learning habit. Most students do the activities of learning English when English teacher fosters them to learn. It's in the form of quiz, assignment, mid test or final test. Leaning is merely conducted to improve and increase English score. Other activities such as memorizing vocabularies, writing stories, answering questions based on the passages, building up sentences and other classroom activities are done under teacher's control and design. In the next phase, students find it difficult to accomplish complex tasks. To this extend, English teacher pay more attention to the topic chosen in teaching-learning processes. It determines whether the students initiate interaction or not.
Keywords: classroom interaction, English speaking class, TEFL

1. INTRODUCTION

The purpose of learning English at Senior High Schoolsis to give students opportunity to gain knowledge and competency that will be used in real life context. It's the ability to use the English in daily communication and interaction. It's obvious that, the ability of speaking in English is very important now days. it is tightly correlated to the use and function of English in various aspects of life. This drives all countries including Indonesia to compete in mastering English. It has been proved by government's role through providing English as one of the compulsory subject that must be learnt by students for three years at senior high school. It's expected that by providing a wide opportunity to learn English students can broaden their horizons as well as enhance or develop skills and competency. It's because English is mostly used for sources of information in the world of education or non-education (Graves, 2008; Naibaho, 2019).

Even though students have a lot of opportunity to learn English, it is obvious that learning objectives haven't been gained maximally. Some studies found that many of the English teachers in the senior high schools cannot speak English. Moreover, university graduate's mastery of a foreign language including English is very limited. In addition, senior high school students' English competence is still far from adequate (Setyadi, 1989; Lee, 1991; Soehardjono, 2002; Kasim, 2004). Other study indicated that the dominance of teacher talks in young learner's classroom interaction affects students' participation in the learning activity. Students don't have courage to express their idea orally in English, even in simple sentences. They are reluctant, hesitant, and afraid of making mistakes (Fauzan, 2014). They have low concentration, lack of discipline and boredom (Songbatumis, 2017). Yulia (2013) through her study found that English was difficult to use in class since the classroom instruction was conducted mostly in the low variety of Bahasa Indonesia. Also, the dominance of teacher talk in young learner's classroom interaction seems to be irrelevant in foreign language teaching since it does not provide adequate chances for students to practice the language (Tsui, 1995 in Pujiastuti, 2013).

To cope with these problems, school authorities and English language teachers should consider the importance of implementing ideal and meaningful classroom interaction in the teaching and learning activity. It requires the presence of two or more learners who collaborate in achieving communication. In general, Interaction is a way of learning, and developing the language skills in particular. Classroom interaction emphasizes on the effectiveness of the student participation in the dialogue, and finally improving the ability of speaking.

Richard and Renandya (2002:201) stated that There are some different purpose of using speaking. Each purpose implies knowledge of the rules that account for how spoken language reflects the context in which the speech occurs. It refers to the use of appropriate language in different situations and clarified the complex nature of what is involved in developing spoken fluency in second or foreign language. Brown (2001:267) stated that someone carry on the conversation reasonably competently if s (he) can speak a language. Further more Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress,

and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

In order to achieve speaking skill, English language teachers must be able to pay more attention to how classroom interaction takes place. It includes three kinds of interaction; learners-learners' interaction, learners-teacher interaction and learners-learning sources interaction which contribute to the success of English speaking class. In this context, English teacher pay attention to portion of teacher talk and students talk.

Interaction in a classroom does not only involve the teacher, it involves all participants. According to Tsui (1995:6) in Raga (2010:6) classroom interaction is a co-operative effort among participants. Each participant contributes in determining the direction and outcome of the interaction. This can be achieved through various ways: by implementing different student and teacher roles, by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies. Students are trying to use the foreign language if the two implications are joined. A pleasant classroom atmosphere is gained. The study was conducted to find out how classroom interaction employed in speaking class at SMA Santu Fransiskus Ruteng. It's elaborated and discussed based on the students and teacher's perspectives.

2. RESEARCH METHODS

The study was conducted at SMA Santu Fransiskus Ruteng. It's used mixed method combining the use of descriptive quantitative and qualitative study design with phenomenological approach. In order to achieve a valid and reliable result of the research, it's used random sampling, with 45 students taken as the samples. Meanwhile, employing a qualitative research design and phenomenological approach, the data for this study are mostly collected through interview completed by observation and documentation. For the purpose of deep interview, the participants are 1 English teacher and 4 students taken purposely. In collecting data, the researcher uses questionnaire, individual interview, documentation, and participative observation. The data then are analyzed quantitatively and qualitatively. The quantitative data are analyzed descriptively. The questionnaire contains aspects of Classroom Interaction with a total of 20 items, and offered a choice of five Likert-scale responses for each item described: 1=never or almost never true of me, 2=generally not true of me, 3=sometimes true of me, 4=generally true of me, and 5=always or almost always true of me. To interpret the Classroom Interaction frequency, the writer followed Schmenk, Schulze and Hamann's (2005) scale in Xiao (2007:145). That is, averages of 4.0—5.0 are considered exceptionally high implementation of Classroom interaction; averages of 2.1—3.9 are regarded as medium, and averages of 1.0—2.0 are designated as exceptionally low. Meanwhile the qualitative data are analyzed by implementing model of analysis proposed by Miles and Haberman consisting of data collection, data reduction, data display, and conclusion (Sugiyono, 2013). Test of data validity is done using test of data credibility, conducted through extending the observation, increasing the intensity of perseverance, discussing with others, analyzing negative case, member check, and applying conformability test.

3. FINDINGS AND DISCUSSION

In elaborating how classroom interaction employed in English speaking class, it's explained based on some classroom interaction indicators namely 1) feelings acceptance, praises or encouragement, and ideas use or acceptance, 2) response and asks questions, 3) giving directions, criticisms or authority justification, and 4) initiation.

3.1. Frequency and level of feelings acceptance, praises or encouragement, and idea use or acceptance

Table 1 Frequency of feelings acceptance, praises or encouragement, and ideas use or acceptance

Item	Feelings acceptance, praises or encouragement, and ideas use or acceptance	Mean	SD	Category
1	I myself do most of the talk to my partners in the classroom in oral Expression.	2.89	.77525	Medium
2	I am always glad to get the opportunity to interact with my friends	3.87	1.01354	Medium
3	When I feel that the class environment is in good condition, I am encouraged to participate in all class activities.	3.80	1.15994	Medium
4	I don't like asking questions when it's study time. I like to find out the solution myself.	2.64	1.13128	Medium
5	I provide less opportunity to interact with my teachers and my friends.	2.07	1.11600	Medium
6	When I think about what I don't know, I am most likely to keep it.	2.71	1.21771	Medium
7	In a study group working on difficult material, I am more likely to participate and contribute my ideas.	3.60	.86340	Medium
8	To a friend of mine who is encountering a trouble, I tend to directly help him / her.	3.71	.96818	Medium
9	When I am instructed to take part in a discussion, I can join anybody.	3.82	1.15383	Medium

Table 1 shows the frequency of participants' response regarding the implementation of feelings acceptance, praises or encouragement, and ideas use or acceptance in speaking class. The item number 2 gains 3.87 (I am always glad to get the opportunity to interact with my friends) as the most implemented feelings acceptance, praises or encouragement, and ideas use or acceptance in learning English. Item number 5 gains 2.07 (I provide less opportunity to interact with my teachers and my friends) as the least implemented feelings acceptance, praises or encouragement, and ideas use or acceptance.

Table 2 Level of feelings acceptance, praises or encouragement, and ideas use or acceptance
Accept feelings, Praises or Encourages (negative), and Accepts or Uses Ideas

	Frequency	Percent	Valid Percent	Cumulative Percent
medium	40	88.9	88.9	88.9
high	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Table 2 shows level of feelings acceptance, praises or encouragement, and ideas use or acceptance implementation in speaking skill. It can be seen that feelings acceptance, praises or encouragement, and ideas use or acceptance implementation was mostly in the category of medium level.

Based on the survey as stated in table 2, it was found that being glad to get the opportunity to interact with friends (item number 2 gains 3.87) as the most implemented feelings acceptance, praises or encouragement, and ideas use or acceptance in learning English. However, providing the opportunity to interact with friends and teacher (item number 5 gains 2.07) is the least implemented feeling acceptance, praises or encouragement, and ideas use or acceptance. Table 2 shows more data that feelings acceptance, praises or encouragement, and ideas use or acceptance implementation in speaking class was mostly in the category of medium level. The finding was confirmed through the interview. English teacher provides enough time for students to interact to one another. It's undertaken in the form of group discussion, dialogue practices, question and answer. Students are enthusiastic when they were asked to do so. Some of the students interviewed admitted that they were shocked and less confident at the beginning of activities. In the process, they enjoyed it. Even they considered that the time wasn't enough to complete the activities. On the other hand, students provide less opportunity to involve in the interaction created by their own. It's because of their English vocabulary mastery and their confidence on English speaking ability. Moreover, when the students find the difficulties dealing with the subject matter, they didn't ask questions to teacher. They preferred to find the answer by their own. They found it in the book or internet. They asked questions to the teacher or classmate if they didn't find the answer in the book or internet. Some superior students tried to compare teacher's answer to the answer they found.

Williams, Childers, & Kemp (2013) as cited in Paolini (2015:26) showed that students' well-being and improved outcomes can be fostered by positive emotions. At the same time such students experience higher levels of motivation, and demonstrate behaviors that lead them to academic success including studying, attendance, enhanced participation, and increased understanding of course materials. Moreover, they had a more positive outlook on their academic accomplishments. Pang (2010) in Paolini (2015:27) stated that to further stimulate the students it supposed that teachers apply activity-based learning strategies that empower students to enhance meta cognitive abilities by applying classroom information to their own lives. It helps students increase their self-regulation skills and take responsibility for their learning and application of material. The study indicated that students have less opportunity to involve in the interaction. It is teachers' role and responsibility to foster them to engage with interaction by designing activities that attract students' attention, motivation and interest. It can be undertaken through dialogue practices, presentation, games and providing certain videos correlated to the materials learnt.

3.2 Frequency and level of Response and Asks Questions
Table 3. Frequency of Response and Asks Questions

Item	Responds and Asks Questions	Mean	SD	Category
1	When I have to perform a task, I prefer to perform it in group or pair.	3.69	1.20269	Medium

2	I like to give compliment directly to those who do best things in the classroom	3.76	1.11101	Medium
3	I always encourage myself to ask questions when I don't understand the materials.	3.76	.90843	Medium
4	I am happy when my teachers appreciate what I am doing through giving me a compliment	4.11	1.15251	High

Table 3 shows the frequency of participants' response regarding the implementation of response and asks questions. The item number 4 gains 4.11 (I am happy when my teachers appreciate what I am doing through giving me a compliment) as the most implemented responds and asks questions in learning English.

Table 4 Level of Response and Asks Questions Responds and Asks Questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	4	8.9	8.9	8.9
medium	13	28.9	28.9	37.8
High	28	62.2	62.2	100.0
Total	45	100.0	100.0	

Table 4 shows level of response and ask questions implementation in speaking class. It can be seen that response and ask questions implementation was mostly in the category of high level.

Based on the survey as stated in table 3, it was found that being happy of getting appreciation and compliment (item number 4 gains 4.17) as the most implemented responds and asks questions in the classroom interaction. Table 4 shows more data that response and ask questions implementation was mostly in the category of high level. Students need appreciation for their learning progress and achievement that they may make. It's supposed to be applied as external motivation that supports the emergence of intrinsic motivation. Students with high intrinsic value were more likely to use strategies than were students with low intrinsic value, and self-regulation and strategy use were found to be strong predictors of academic achievement. Thus, to foster and increase learning objectives, appreciation and compliment should be considered to take into account (Noels et al., 2000; Pae, 2008; Pintrich & De Groot, 1990; Pintrich and De Groot, 1990; Choi, 2018). On the other hand, students showed different responses dealing with difficulties they may face during teaching and learning activity. Some ask questions directly to teacher or peers anytime they find difficulties. Others find out the answer themselves in the book, internet, dictionary or other learning sources. Even certain student interviewed try to compare the information given by the teacher with the information s (he) obtained. Brown (2000) as cited in Pujiastuti (2013) stated that direct teaching effects on the role of teacher as controller rather than a tutor. It's shown in strategy employed by the teacher in which the students are given more tasks and explained materials regardless student's feelings acceptance, praise student's performance, used student's ideas and asked questions. In this context, teacher builds more intimate and informal relationship with the students through employing different kind of treatments. It aims at fostering intimation of interaction either in the form of answering or proposing questions in the classroom context.

3.3 Frequency and level of giving directions, criticisms or authority justification

Table 5 Frequency of giving directions, criticisms or authority justification

Item	Giving Directions, Criticisms or authority Justification	Mean	SD	Category
1	I find it's difficult to communicate something to my teacher and friends.	2.73	.98627	Medium
2	I don't really like the teacherswho tend to let the students discuss independently in a group about certain topics. It's a waste of time.	3.11	1.22886	Medium
3	I don't like the teachers who always speak English all the time. I cannot interact with them in English too.	3.24	1.19003	Medium
4	In case I am criticized either by the teachers or classmates, I tend to deny it.	2.02	1.03328	Medium

Table 5 shows the frequency of participants' response regarding the implementation of giving directions, criticisms or authority justification in English speaking class. The item number 3 gains 3.24 (I don't like the teachers who always speak English all the time. I cannot interact with them in English too) as the mostly implemented giving directions, criticisms or authority justification in learning English.

Table 6 level of giving directions, criticisms or authority justification Gives Directions, Criticisms or Justifies authority

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	6	13.3	13.3	13.3
Medium	38	84.4	84.4	97.8
High	1	2.2	2.2	100.0
Total	45	100.0	100.0	

Table 6 shows level of giving directions, criticisms or authority justification implementation in the effort to increase learners' speaking skill. It can be seen that giving directions, criticisms or authority justification implementation was mostly in the category of medium level.

Based on the survey as stated in table 5, it was found that refusing or denying the teacher who always speaks in English (item number 3 gains 3.24) as the most implemented giving directions, criticisms or authority justification in learning English. Table 6 shows more data that giving directions, criticisms or authority justification implementation in speaking class was mostly in the category of medium level. The finding was confirmed through the interview. All students interviewed didn't agree with English teacher who uses English all the time in delivering the materials in the classroom. Students agree with the teachers who switch the language they use as a medium of interaction and material delivery. It's based on some important considerations. Most students have lack of English vocabulary as the key to understand messages delivered by the teacher. Moreover, students are reluctant and afraid of using English in interaction either designed by the teacher or interaction that occurs out of the classroom. And based on the study, English teacher uses both English and Bahasa Indonesia as the media of interaction with the students. In students' opinion, it suits students' needs. English teacher knows their background, learning preference and level of

English ability. Gurney (2007:91) as cited in Setiananingrum & Saleh (2016:12) stated that good teaching is shown in effective interaction between the teacher and the students. It's provided through creating an environment that respects, encourages and stimulates learning through experience. Students are provided model of English as target language. Thus English teacher creates English circumstances in classroom that encourage students to experience using English as a medium of interaction with teacher and peers. Students get more opportunity to engage with speaking practice if teacher as model of language is able to create the circumstances that support students learning objectives.

3.4 Frequency and level of initiation
Table 7 Frequency of Initiation

Item	Initiation	Mean	SD	Category
1	When I meet teachers, I seldom greet them	1.64	1.09036	Low
2	I can only answer the questions that are easy	2.71	1.03621	Medium
3	It's more important to me that an instructors not encourage me to listen to them when they explain	2.07	1.07450	Medium

Table 8 shows the frequency of participants' response regarding the employment of initiation English speaking class. The item number 2 gains 2.71 (I can only answer the questions that are easy) as the mostly implemented initiation.

Table 8 Level of Initiation

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	24	53.3	53.3	53.3
Medium	19	42.2	42.2	95.6
High	2	4.4	4.4	100.0
Total	45	100.0	100.0	

Table 8 shows level of initiation implementation in speaking class. It can be seen that initiation was mostly in the category of low level.

Based on the survey as stated in table 7, it was found that students can only answer easy questions (item number 2 gains 2.71) as the mostly implemented initiation. Table 8 shows more data that level of initiation in speaking class was mostly in the category of low level. The finding was confirmed through the interview. Students only do the activities of learning English when teacher asks them to do. In the classroom and even out of the classroom, students admitted that they look for the information through Google and ask for information from their teachers and classmates who are considered to be more capable. Other students usually read books, then translate into English, and discuss with those who have the same hobby. Moreover, certain superior students try to speak English with their classmates or ask questions in English to teacher.

Low initiation is caused by students learning habit. Most students do the activities of learning English when English teacher fosters them to learn. It's in the form of quiz, assignment, mid test or final test. Leaning is conducted to improve and increase English score. Other activities such as memorizing vocabularies, writing stories, answering questions

based on the passages, building up sentences and other classroom activities designed are done under teacher's control and design. In the next phase, students find it difficult to accomplish certain tasks. They are only able to accomplish simple tasks. Learning autonomy which is oriented to build up speaking ability hardly ever done. English teacher even school authority has provided the policy that makes the students speak up English, but it's implemented inconsistently. English teachers focused on the materials contained in the syllabus and books which are oriented to upgrade the test grades.

To this extend, English teacher pay more attention to the topic chosen in teaching learning processes. It determines whether the students initiate interaction or not, such as hobbies and favorite meals. It affects student's motivation both in responding to the teacher's questions and initiating the interaction. In this context students are brave and confident enough to initiate interaction both with the teacher and classmates (Pujiastuti, 2013).

4. CONCLUSION

Based on the findings, it can be concluded that there is only one aspect of classroom interaction mostly categorized as high level of implementation; Response and Asks Questions (28=62.2%). Data of interviewed confirmed that students needs appreciation for learning progress or achievement they may make. It encourages them to be more active and participative. Feelings acceptance, praises or encouragement, and ideas use or acceptance implementation (40=88.9%) and giving directions, criticisms or authority justification (38=84.4%) were mostly in the category of medium level. Meanwhile, initiation was mostly in the category of low level (24=53.3%). Data of interview confirmed that low initiation is caused by students learning habit. Most students do the activities of learning English when English teacher fosters them to learn. It's in the form of quiz, assignment, mid test or final test. Leaning is merely conducted to improve and increase English score. Other activities such as memorizing vocabularies, writing stories, answering questions based on the passages, building up sentences and other classroom activities designed are done under teacher's control and design. In the next phase, students find it difficult to accomplish certain tasks. They are only able to accomplish simple tasks. Learning autonomy which is oriented to build up speaking ability hardly ever done. To this extend, English teacher pay more attention to the topic chosen in teaching learning processes. It determines whether the students initiate interaction or not, such as hobbies and favorite meals. It affects student's motivation both in responding to the teacher's questions and initiating the interaction. In this context students are brave and confident enough to initiate interaction both with the teacher and classmates (Pujiastuti, 2013).

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