

To cite this article: Arik Kurniadi Harjanto, Dr. Sumardi, M.Hum. and Dr. Sri Marmanto, M.Hum. (2022). CLASSROOM INTERACTION: A CASE STUDY IN INDONESIAN PRE-SERVICE ENGLISH TEACHERS' ONLINE WRITING COURSE, International Journal of Education and Social Science Research (IJESSR) 5 (3): 169-176

CLASSROOM INTERACTION: A CASE STUDY IN INDONESIAN PRE-SERVICE ENGLISH TEACHERS' ONLINE WRITING COURSE

Arik Kurniadi Harjanto, Dr. Sumardi, M.Hum. and Dr. Sri Marmanto, M.Hum.

Sebelas Maret University, Indonesia

DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5311>

ABSTRACT

In higher education, the impact of online educational technology and the online classroom has had a variety of outcomes. This case study aimed to investigate the characteristics of interaction in an online writing course. It was conducted at one of the State Islamic Institutes in Indonesia. One lecturer and 48 pre-service English teachers participated in the study. In the writing course, the pre-service English teachers had to write narrative text, report text, and descriptive text; and the questions related to the material by using Chatbot application. Online observations done in Google Meet and interviews were utilized to gather the data. Content analysis was used to examine the data gathered. The results indicated that teacher-student (class), teacher-student(group), and student-student interactions were applied in the online class to improve the pre-service English teacher's engagement and comprehension towards English writing skill. Besides, reward, break online room and peer review in online document were detected as effective ways in improving the classroom interaction effectiveness.

KEYWORDS: Classroom interaction, Group Discussion, Online writing class

INTRODUCTION

In the early 20th century, the digital revolution affected almost all sectors, including education (Railean, 2016). Language learning is continuing to change from traditional learning to the most current learning model by applying technology support. This becomes even more dynamic in online courses, where the learning process is carried out on digital device connected to a internet (Ferri et al, 2020). From a technology point of view, Hernández-Sellés et al (2020) found that in a distance learning environment, students' knowledge of collaborative learning abilities such as establishing context, negotiating simultaneously, and understanding each other should be prioritized. English teachers must adapt themselves to the current condition which is relevant to their students' ordinary routine since 4.0 evolution spread massively. Today, learning can be done by using social media platforms which basically were used for social interaction since the majority of students spend a substantial amount of time on these sites.

To establish a more efficient and acceptable learning environment during online learning, schools and teachers are encouraged to use interactive and up-to-date instructional media. Interactive learning tools such as Google Classroom, Edmodo, MS. Teams and Schoology are among the familiar tools used as the Learning Management Systems (LMS) platform to help the teachers in transferring their knowledge to their students. In order to learn a second language, Long (1996) claims that feedback resulting from negotiation is an important aspect. In addition, Swain and Lapkin (1998) believe that students need chance to practice the target language. As a result, encouraging students to use the target language in writing is more important than simply providing information. Thomas (1987) described classroom interaction as "acting reciprocally, acting upon each other." It refers to the interaction of two people who share a reciprocal relationship. In addition, Dagarin (2004) describes classroom interaction as a two-way relationship between classroom participants in which the teacher provides feedback to students and the students provide feedback to the teacher.

The teacher and students' actions and reactions in classroom activities result in a variety of classroom interaction forms. Classroom interaction, from the perspective of the doers, is made up of numerous components classified into unique form of interaction. Interaction form were divided into four types by Thomas (1987): teacher-whole class, teacher-individual student, individual student-teacher, individual student-individual student, and individual student-individual student. The teacher creates the first form, the teacher-whole-class interaction, to encourage students to participate actively in the teaching and learning process.

Second, the teacher-individual student pattern described the interaction between a teacher and an individual student in which the teacher says something or asks a question, and the students respond by answering the question, or doing the teacher's assigned activities. The third type of student-teacher interaction encourages the teacher to deliver information, and students ask questions related the material Arisandi (2018) reported that on a peer work assignment, student-student interaction was detected. This form was also applied when students work on a project or in group discussion.

Classroom interaction has many different characteristics. Confirmation check, explanation request, understanding check, self-repetition, other repetition, completion, and correction are seven interactional aspects identified by Pica (1987). Some research has been done on classroom interaction; for example, Kasim (2003) looked into classroom interaction in his class. His research focused on common patterns of classroom interaction, as well as interactional qualities shared by students and teachers. Teacher-class (T-C), teacher-group (T-G), teacher-student (T-S), student-student (S-S), and student-teacher interactions were discovered to be the five patterns of classroom interaction. Confirmation check, clarification, self-repetition, other repetition, completeness, correction, translation, code switching, and elicitation were among the nine interactional methods revealed in the study. Sari conducted a similar experiment as well (2018). Her study focused on the common interaction pattern and teacher-student views in English courses at one of the senior high schools in Indonesia. The most typical interaction pattern, according to their research, is teacher-student.

Teachers and students, on the other hand, have drastically opposing views about the main interaction form. She found that the most prevalent interaction is between students (S-S).

There are several research on classroom interaction, form and features but scarcity of research on the forms and characteristics of online learning interaction. The current study would like to assess the patterns of interaction in an online writing course. As a result, the focus of this study is to investigate the pattern of classroom interaction that occur during teaching and learning in an online writing course.

METHOD

This case study investigated the actual phenomena of classroom interactions in an online writing course. The objective of this study is to present a comprehensive and in-depth overview of interaction pattern in an online writing course. It was done in one of the state Islamic institutions in Indonesia. One lecturer and 48 students which were consisted of 30 females and 18 males were the participants in this study. The data were gathered from observation in online classroom meetings through Google meet and depth interviews through WhatsApp chat. In the online observation, the researcher used observation notes consisted of date, practical courses, observer's name, observation checklists and notes which captured specific details from classroom interactions that occur during the teaching and learning process. The writing course was facilitating the pre-service English teacher to use Chatbot application in writing material and question related to the narrative text, report text, procedure text, and descriptive text. Chatbot application is Artificial Intelligence (AI)-based computer program or virtual robot that simulates human-like conversations and facilitates distance learning. The pre-service English teacher was taught to use Chatbot to design material and question for their school students. In training the pre-service English teachers to design their Chatbot, the lecturer made one google meet for the whole class and 4 google meets for group discussion. The researchers asked permission to the lecturer to record all of the google meets and involved only in the whole class google meet. The researchers then transcript the conversation occurred during the teaching and learning process; and also observed all of the gmeet through recording to know the detail classroom interaction pattern. The depth interviews were done to confirm the data gathered from the observation notes. Content analysis was applied in this study based on Kasim (2003) concept about classroom interaction patterns.

FINDING AND DISCUSSION

The finding and discussion in this study were described thematically based on classroom interaction pattern identified on observation note and checklist. The researcher exhibits many excerpts from google meet video recordings for observing the classroom interaction and these videos were transcribed and categorized based on interaction patterns. The researchers conducted depth interview to confirm the finding to the lecturer and the pre-service English teachers. The detail explanation on each pattern of classroom interaction is described below.

Teacher-student (class) interaction identified on online writing course

Teacher-student (class) interaction pattern involved that teacher receive no response, teacher got only nonverbal response, teacher obtained verbal response from the students when the teacher instructed something to the students in the whole class (Kasim, 2003). In this study, at the class opening session, the lecturer asked the presences of the whole students. The class leader response the question by informing the lecturer about the total students who had joined the google meet. After that, the lecturer moved to the next teaching session which was brainstorming. The lecturer asked questions related to previous material knowledge. Some volunteer student's response to the lecturer's questions. Below is the excerpt of the dialogue.

- L : Ok students, so before we continue the material, could you tell me a bit about what is narrative text, descriptive text and report text? Anyone want to share the idea about these topics?
- S1 : Ma'am, narrative text is a text describing about folklore
- L : Correct, thank you S1. Anyone else?
- S2 : Ma'am, report text is a text which tells about actual information
- L : Correct, thank you S2. So, at least, from your friend's opinion about the last materials, i deduce that you had understood about these materials.

Based on the excerpt, it indicated that verbal response occurs in teacher-student (class) interaction. The lecturer did brainstorm to get the students responses. Even though some the student's camera on google meet were not opened, the students gave responses to the lecturer questions. Based on the interview done to know the reason of the student's response, it was found that in the earlier meeting, the lecturer had informed to the whole class that those who actively engage in the class would be given a reward such as a plus point for the course score so the students competed to get the extra plus point in the class. One of the students said that "I was challenged to get more plus point because I knew that writing final test was difficult and I tried to collect as much point as I could do". It was evident from the interview that reward from the lecturer could motivate the students to interact and engage actively in the class especially in online meeting. It is in line with Macdonald (2003) who found that reluctant students can be encouraged to engage in online by being motivated with reward.

Teacher-student (group) interaction identified on online writing course

Teacher-student (group) interaction pattern arrived out when the students were already in groups for their discussion (Kasim, 2003). In this study, the lecturer made 4 extra google meets for each group consisted of 12 students. After giving an introduction session in the whole class gmeet, the lecturer asked the students to join the specific gmeet based on their group topic. There were 4 groups which

were narrative text gmeet group, report text gmeet group, descriptive text gmeet group and procedure text gmeet group. In each google meet group, there were two group involved with the same text topic. The lecturer joined the gmeet group in turn in each 10 minutes. It was indicated that in this online class, there were teacher-student (group) interaction. Below is the excerpt of the group gmeet.

- S4 : Ma'am, we had discussed about weekly report 2 assignment and we were confuse of the reading aspect suitable for evaluate the narrative text in CHATBOT.
- L : Okkey, could you share screen your work, I want to see your weekly report 2 assignment and your CHATBOT. Who want to share the work first?
- S5 : My group Ma'am.
- L : Okkey, please share screen your weekly report 2 first and show me your group discussion report
- S5 : Okkey Ma'am. Here the weekly report 2 of our group Ma'am, we had discussed the reading aspect for making the test but in my group, we had debated the amount of aspect tested in one passage. S6 and S7 argued that in one passage, we should test one reading aspect only but we could put more than one question in it. But, in my opinion, we could put more than one reading aspect tested in one passage.
- L : S6 and S7, could you explain the reason of it?
- S7 : I and S6 agreed Ma'am, that one passage should focus on testing one aspect only since we have many aspects to be tested. So, we agreed that one CHATBOT pages should only show one reading aspect only, so the students who take the test know the aspect better Ma'am.

The excerpt above indicated that the class had teacher-student (group) interaction since the conversation was undertaken in specific google meet. In this case, the lecturer become the facilitator among the students group discussion which she sometimes gave responses and involved also in the group discussion. Dividing the gmeet into several sub-gmeet for specific group could be the alternative for the lecturer to bring the students in collaborative discussion. It is in line with Ng (2021) who found that collaborative activities during online lessons could be done in the break-out room.

Student-student interaction identified on online writing course

Student-student interaction was defined as a type of classroom interaction among students when they worked in a peer work task (Arisandi, 2018). In this study, the lecturer gave the students peer works task based on the passage topic. The peer work task was done through WhatsApp chat between two students. The lecturer asked the students to find their own peer in the class and then each peer should text the topic they had chosen in the WhatsApp class group. Each student should make a material and questions using google doc and then share the google doc link to their peer through WhatsApp chat. Each student should give comment toward the material and the question they wrote to their peer in the google doc and then discuss the material and the questions through WhatsApp chat. Below is the excerpt of one of the peer group discussions.

S10 : S11, I have uploaded my material in gdoc, you could check it to the link I have shared to you.

S11 : Ok. I have attached mine too. So, after this, what should we do next?

S10 : I think, we should give comment to the task. I give comment to your task, and you give comment to mine. Ma'am said that, she gave us 30 minutes to discuss it right? Then we have to write the result in our weekly report later.

S11 : Oh yes. so, give me 10 minutes to read your task first, can I?

S10 : Ok. Me too.

Based on the dialogue above, it identified that the class have student-student interaction. The students did peer review using Google doc and then discuss it through whatsapp chat. Google doc was an effective media to do peer review since it could be access easily and the students could give comment directly in it. It is inline Neuman and Kopcha (2019) who explain that Google doc was effective media to facilitate peer review among students.

CONCLUSIONS

This study attempts to investigate the classroom interaction pattern in online writing course. It was found that teacher-student (class), teacher-student (group), student-student classroom interaction were kinds of classroom interaction pattern applied in this online class. Teacher-student (class) classroom interaction pattern in online course could be optimized by giving students reward if they actively engaged in the class discussion. Teacher-students (group) classroom interaction in online course could

be done by using break room to foster collaborative learning among the students. Students-students classroom interaction could be applied by using peer review using google doc which could be access by all student easily in internet. In other words, online classroom interaction could be design effectively to enhance students' engagement if the educator could design the class in effective way and introduce technological learning tools which could arise students learning motivation. The study is limited to know the classroom interaction pattern only and it is suggested to other researches to investigate deeply the characteristic of the classroom interaction in each kind of interaction pattern.

REFERENCES

- Arisandi, B. (2018). Classroom Interaction Patterns in EFL Task-Based Classroom. *Journal of ELT Research*, 3(2), 186. https://doi.org/10.22236/JER_Vol3Issue2pp186-192
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations. *Societies*, 10(4), 86. doi:10.3390/soc10040086
- Hernández-Sellés, N., Muñoz-Carril, P.-C., & González-Sanmamed, M. (2020). Interaction in computer supported collaborative learning: an analysis of the implementation phase. *International Journal of Educational Technology in Higher Education*, 17(1). doi:10.1186/s41239-020-00202-5
- Kasim, U. (2003). Classroom Interaction In The English Department Speaking Class at State University of Malang. State University of Malang.
- Long, M. H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. *Handbook of Second Language Acquisition*. New York: Academic Press.
- Macdonald, J. (2003). Assessing online collaborative learning: process and product. *Computers & Education*, 40(4), 377–391. doi:10.1016/s0360-1315(02)00168-9
- Neumann, K. L., & Kopcha, T. J. (2019). Using Google Docs for Peer-then-Teacher Review on Middle School Students' Writing. *Computers and Composition*, 54, 102524. doi:10.1016/j.compcom.2019.102524
- NG, D. T. K., NG, E. H. L., & CHU, S. K. W. (2021). Engaging students in creative music making with musical instrument application in an online flipped classroom. *Education and Information Technologies*. doi:10.1007/s10639-021-10568-2
- Pica, T. (1987). Second-Language Acquisition, Social Interaction, and The Classroom. *Applied Linguistics*, 8(1). <https://doi.org/10.1093/applin/8.1.3>



- Railean, E. A. (2016). Impacts of Digital Revolution on Learning. *Lecture Notes in Educational Technology*, 1–22. doi:10.1007/978-981-10-2456-6_1
- Sari, M. N., Mukhaiyar, & Hamzah. (2018). Classroom Interaction Patterns and Teachers-Students Perceptions on English Classes at SMAN 2 Bukittinggi West Sumatra. *Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, 19(2).
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal*, 82(3). <https://doi.org/10.1111/j.1540-4781.1998.tb01209.x>
- Thomas, J. (1987). Exploring the nature of classroom talk in an Indian ESL class. *National mission on teacher and teaching*.