

An Analysis of Learning Interaction at LP3E English Course

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Abstract

The purpose of this study was to identify and describe classroom interaction in the English teaching and learning process at the LP3E English course. The study was qualitative with a naturalistic approach. The research was carried out in the context of an LP3E English course. The data was gathered through observation and interviews. The results showed that the interactions between the teacher, the student, and the environment during the learning process made the student better at what they were learning.

Keywords: *Learning Interaction, Non-formal Education, LP3E English Course.*

INTRODUCTION

English is not only taught in formal schools but also in the form of non-formal English courses, which aim to develop the language skills of their participants. Based on one's success in studying the second language, non-formal English courses may have a greater contribution to English language teaching than formal English courses. The non-formal English course is defined as an enrichment for students studying English.

Language exposure to the target language helps learners develop their skills, particularly their speaking ability (Cahyono

1997). Students who take an English course outside of school will have different speaking abilities than other students or students who do not take it because they have been exposed to the target language for a longer period of time than students who do not take the non-formal English course. In the informal English class, they can talk to the other students and interact with them. This will help them learn English better.

The knowledge of vocabulary is one of the essential elements of language learning that is recognized as a distinguishing factor of a language learner's ability. As the first step in

learning a language, every language learner is expected to be familiar with the target language's basic vocabulary; therefore, a lack of knowledge in this area results in failure in the language learning process. The purpose of this book is to introduce the basic English vocabulary and phrases required for Iranian language learners in relation to their needs.

The book is aimed at young language learners around the age of fifteen who need to learn the most common English vocabulary. It is intended for self-study, with clear instructions and a variety of communicative tasks and activities that encourage both receptive and productive skills. The activities progress from easy to difficult, requiring the learner to participate in the task of internalizing the vocabulary by first recognizing the form, then practicing it using helpful and appealing techniques, and finally producing sentences using the target vocabulary, avoiding mere memorization and repetition of a word list. Each vocabulary word is introduced with a colorful and appealing picture, and each picture is replaced with a new one throughout the lesson. Each lesson focuses on a few words related to the topic so that the learning sequence makes sense and is easier.

English Interaction is becoming increasingly important in English learning; success or failure in classroom language learning typically has something, if not everything, to do with it. It has to do with the type of interaction that occurs during the lessons. Interaction is crucial in the development of a learner's language ability. A learner will engage with the language and master it through interaction.

English interaction is not restricted to verbal responses. Nonverbal interaction is also possible. Another possibility is a mix of verbal and nonverbal interaction. Students may respond to the teacher by saying words, making facial expressions, gesticulating, and so on. Students can also respond by gesticulating and then saying something (Willson, 1999).

English courses are educational institutions that fall under the category of non-formal education. The course functions similarly to a school in terms of teaching and learning. The difference is that courses are typically held in a short period of time and only to learn one specific skill. Participants who complete the course will be awarded a certificate. LP3E is a school that offers English classes. East Lombok is where you'll

find it. There are quite a few students here. It is because LP3E is of high quality.

Based on the description above, the purpose of this study is to investigate the impact of learning interactions on students' ability in the LP3E English course.

LITERATURE REVIEWS

Classroom Interaction

Classroom interaction necessitates the involvement of both the teacher and the students. The teacher's role is critical in task design and monitoring the process of completion. Malamah (1987) defines interaction as "acting reciprocally, acting upon each other." This definition includes the idea that two parties are involved in an interaction. When both parties act on each other, an interaction occurs. The actions of one party will then cause another party to react to them. This reaction will have an impact on the next action. As a result, interaction is determined by the actions of both parties. In summary, interaction is a communication process that involves two or more people expressing and receiving messages in the form of ideas, feelings, or opinions. When trying to get teachers and students to talk to each other in the classroom, the environment should encourage them to do so.

Interaction is identified as the process of language learning in the language classroom. Interaction promotes not only language development but also the development of learners. Through interaction, students gain linguistic knowledge and ability. Both teachers and students can create learning opportunities in the classroom that motivate students' interests and potential to communicate with others.

Classroom interaction in the target language is now viewed as the process of building language. Group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates, student answers, full-class interaction, self-access, and other patterns of classroom interaction exist. Not all forms of classroom interaction, however, are beneficial to language development. Pair or group work is considered the most interactive of these patterns.

Patterns of Classroom Interaction

The first pattern of classroom interaction is teacher initiation, followed by student response and evaluation by the teacher (IRE). The IRE is a common pattern of interaction in the classroom at all levels. In the IRE pattern, the teacher is leading the lesson and controlling the topic. The majority

of classroom interaction analyses focus on this single speech event. The IRE pattern was also referred to as the recitation script or triadic dialogue. The pattern involves the teacher asking a student a question. Students are expected to respond to the question in a brief but accurate manner.

Sinclair and Coulthard's second pattern of classroom interaction is teacher initiation, student response, and teacher follow-up (IRF) (1975). The Initiation-Response-Evaluation (IRE) move pattern was replaced by the IRF move pattern. Sinclair and Coulthard (1975) created IRF to analyze spoken language in classroom interactions. This pattern can be used by the researcher to analyze teacher-student interactions in the classroom. In the IRE pattern, the teacher concludes the sequence with a narrow evaluation of the responses in the final section. Thus, in the IRF movement pattern, the teacher follows up on the evaluation and requests clarification from the students (Wells, 1993, quoted in Hall and Walsh 2002:190). IRF interpreted the teachers' remark about the students' responses as feedback or a follow-up sequence. IRF pushed students to answer fully and clearly not only in the classroom but also in other ways.

The importance of Interaction

Chaudron (1998) says that interaction is important in the learning-teaching process because: (a) the learner can only break down the target language structures and figure out what's going on in the classroom through interaction; (b) interaction gives learners a chance to use the target language structures in their own speech; and (c) classroom events of any kind have meaning for learners only when they are part of interaction.

The Characteristics of a Good Interaction

According to McNergney and Carrier in Purwanti (2004), a good interaction indicates certain attitudes of students toward the teacher's behavior. These attitudes include (a) the appropriateness and fairness of teaching and grading; (b) the fairness and effectiveness of authority and control; and (c) consideration, friendliness, and care for interpersonal relationships.

Students also demonstrate certain attitudes toward learning by participating in learning-related activities. These attitudes include (a) new or difficult activities and assignments; (b) independent pursuit of learning activities; and (c) extracurricular activities. The teacher can achieve not only compliance but also support and encourage students' initiatives.

In conclusion, the characteristics of good interaction can be seen in the context of a successful teaching and learning process. Its situation shows how good things can happen when students like how the teacher acts, when they take part in classroom activities, and when they do thoughtful, creative things that let them share and express themselves.

Interaction between the Teacher and Students

Interaction between the teacher and the students is common during the teaching and learning process. The interaction, which includes both the teacher and the students, can be thought of as a series of reciprocal actions and reactions. Thoughts, ideas, and feelings can be used to describe the teacher's and students' actions and reactions.

According to McPake et al. (2002), the majority of the time that the teacher spent interacting with the students was in whole teaching and learning conditions. Teachers help students learn in a variety of ways in the classroom. Working independently of the teacher while interacting socially with other students and working in small groups with the teacher are two situations in which students are least likely to be on task.

The interaction between the teacher and the students has a significant impact on

the teaching and learning process. According to Malamah (1991), the success of ability grouping is determined by the quality of interaction between the teacher and students. For teaching and learning to go well, the teacher needs to be creative to keep the students' attention.

Components of Interaction

The interactions between learning components influence the achievement goal. Furthermore, the state of each component will influence the quality of the interaction. Davis (1975: 303) explains that in order to achieve a goal in learning, the components of the learning system must interact. He also mentions people, materials, facilities, equipment, and procedures as components. He also mentions teachers, students, laboratory assistants, and administrators as members of the learning system. Books, chalks, chalkboards, and audiotapes are among the materials. Classrooms, learning equipment, and laboratories are among the facilities and equipment available. The procedures include a schedule and ways to put information in the right order, as well as ways to practice, study, test, and grade.

1. Teacher

The teacher is one of the factors that influences the interaction in the

bilingual class's English teaching-learning process. Teachers can be planners, managers, providers, facilitators, resource people, and diagnosticians, according to Chayanuvat (1996: 12). Teachers generally plan all the necessary activities and lessons. They are called "class managers" because they oversee the activities that students must complete. The teacher, as one of the components determining interaction in the bilingual class's English teaching-learning process, has two aspects. These characteristics are competency and personality.

The performance of the teacher is critical to the smooth operation of the interaction. There are some factors that influence the teacher's performance. Among these factors are the ability to communicate with students, encourage their interests and motivation, transfer information, and adapt to their skills.

Medley (1982:1895) proposes the following characteristics of teacher behavior that students prefer: (1) the teacher should be cheerful, good-natured, patient, and not irritable; (2) in order to teach the student, teachers are recommended to have good teaching skills; (3) the teacher should also be

friendly and companionable; (4) to build good relationships and communication, the teacher should be interested in pupils and understandable; and (5) being impartial.

Regarding the ability of teachers, Richards and Rodgers in Nunan make some suggestions (1989). These points are related to the professionalism of the teacher.

They involve the following issues:

- a) the types of function teachers are expected to fulfill, e.g. whether that of practice director, counselor, or model;
- b) the degree of control the teacher has over how learning takes place;
- c) the interaction patterns that develop between teachers and students;
- d) and the degree to which the teacher is responsible for the content.

Lado (1964: 8–10) offers some criteria for teacher abilities as well. These criteria are: (a) the language teacher must know the target language well enough for students to imitate; (b) the language teacher must know the linguistic facts of the students' language style (the way they speak) in order to understand the specific

problems they will face in the target language; (c) the language teacher must understand the close relationship between a language and its culture; and (d) the language teacher requires special preparation.

2. Students

Students, as the subject and object of the teaching-learning process, are one of the components determining the interaction in the bilingual class's English teaching-learning process. Some factors influence the student's involvement or interaction in the learning process. Roijakkers (1982:16-30) says that these factors are motivation, interest in the subject, the ability to generalize, the ability to understand the material, and the ability to use what has been learned.

Students typically behave in the following ways in relation to their efforts towards successful language learning (Nursahid, 2001):

- a) Being able to respond to the group dynamic of the learning situation so as to develop the endurance toward negative anxiety and inhibitions.
- b) Seeking out all opportunities to use the target language.

- c) Making maximum use of opportunities afforded to practice listening to and responding to speech in the second language addressed to him and others.
- d) Supplementing the learning that derives from direct contact with speakers of the second language with learning derived from the use of student techniques.
- e) Being an adolescent or an adult rather than a young child at least as far as the early stages of grammatical development are concerned.
- f) Possessing sufficient analytic skills to perceive, categorize, and store the linguistic features of the second language and also to monitor errors.
- g) Possessing a strong reason for learning the second language and also developing a strong task motivation.
- h) Being able to adapt to the different learning conditions.
- i) Being prepared to experiment by taking risks, even if this makes the learner appear.

3. Materials

The interaction in the English teaching-learning process will be influenced by the type of bilingual class materials used. The bilingual class materials can be complex or simple. The interaction in the English teaching-learning process will be different with complicated materials than with simple ones. The extent of the materials also influences interaction in the English teaching-learning process. The complexity or simplicity of the materials, as well as their extent, will determine the forms of interaction in the English teaching and learning process in the bilingual class.

According to Hardjono (1988: 3), in order to ensure that the material taught is truly reserved, the teacher must hold the student's interest by presenting the material in full earnest. Nunan (1989: 19) elaborates on this by stating that students should be involved in task design or selection. It means that the students have the same opportunities as the teacher when conducting the materials. It is also possible to give students options for what to do and how to do it. This, of course, means that the roles of students and teachers will have to change in a big way.

Nunan (1989) further suggests that the task is likely to have the same psychological/operational reality for the learner as it does for the teacher. By using it as a design unit, you give the student the ability to plan and monitor their learning, effectively breaking down hierarchical barriers. It does not imply that the teacher and the student will perceive the same task in the same way and assign it the "same meaning." It also does not absolve the teacher of the responsibility of ensuring that the appropriate "formal curricula" are covered through a sequence of tasks.

According to the statements above, material plays a variety of roles in learning processes. The material chosen also influences classroom interaction, specifically students' interest in the learning process.

4. Space

The classroom setting, where the English teaching-learning process takes place, can be large or small, bright or dim, noisy or quiet. The tables, chairs, and other equipment in the classroom may be arranged in a specific manner. If the classroom is set up and run in a different way, students will interact with each other in a different way.

Hill (1982) assumes that teaching and learning are classroom processes that necessitate interaction between the teacher and the students. This idea assumes that the classroom is a place where the teacher and the students can talk to each other.

5. Time

According to Willey and Harnischfegar in Kauchak and Egger (1989), time also plays an important role in making the classroom interaction run smoothly. Time constraints may be an impediment to classroom interaction. It frequently occurs as a result of a lack of awareness and disregard for it. The subject of teaching learning does not appear to appreciate the passage of time. Also, Kauchak and Eggen (1989:67) say that good teachers make the most of the time they have with their students.

Learning interaction can be studied in a variety of contexts ranging from pre-school to higher education, as well as in a variety of subjects learned and methodologies used. This study looks at learning interactions in a non-formal setting, specifically the LP3E English course. To back up this research, the researcher examines some related studies in the same field.

Abarca (2004) conducted a study that described the interaction process that

occurred in an English as a Foreign Language (EFL) classroom at a public high school in the Province of Alajuale, Costa Rica. The study's findings revealed that teacher-student interaction and student-student interaction follow a question-and-answer pattern. The teacher regulates and limits student participation by using various activities that do not promote meaningful learning. Students communicate in Spanish with one another. The study suggests that classroom activities be varied to improve students' learning.

RESEARCH METHODS

This research is categorized as descriptive qualitative research. This research was conducted in the LP3E English course. The LP3E English course is located in Terara, East Lombok. The population of this research is all of the students in the documentation LP3E English course. To obtain the data, the researcher used two kinds of data collection techniques, i.e. observation and interview. In addition, the researcher also took some documents and photographs as documentation to support the data. The main instrument in this research was the researcher herself. To collect the data, the researcher conducted observations during the teaching and learning process of the first class and interviewed the students and the teachers.

The data analysis model in this study follows the concepts given by Miles and Huberman. Miles and Huberman revealed that activities in qualitative data analysis were carried out interactively and continued continuously at each stage of the research so that it was completed. The components of data analysis in this research are Data Reduction; Data Presentation; and Conclusion.

FINDINGS AND DISCUSSION

After analyzing the data collected, the researcher categorized the data into two categories, i.e., interaction between the teacher and the students, interaction between a student and another student.

Interaction between the Teacher and the Students

The first category focuses on interactions between the teacher and the students: (a) pre-teaching interaction (greeting, asking students' conditions, checking students' attendance, and explaining the materials); (b) during-teaching interaction (motivating students to learn, rewarding students, and assisting students in learning the material); and (c) post-teaching interaction (motivating or asking the students to study and ending the lesson).

All of the students were eager to answer the teacher's questions, which made

the environment for teaching and learning very interactive.

Pre-Teaching Interactions

Pre-Teaching Interactions are the interactions that occur when the teacher begins the lesson. It is usually done to draw the students' attention to the lesson. Some pre-teaching activities include greeting the students, asking how they are feeling, making sure everyone is there, and explaining what they will learn during the meeting.

1. Greeting

The interaction between the teacher and the students in an English teaching and learning process usually begins when the teacher greets them at the start of learning activities. "Salam; Good morning; Good afternoon; Good evening," the teacher usually says to his students.

2. Asking the students' conditions

Before beginning the lesson, the teacher usually inquired about the student's current state. It is extremely beneficial because it will foster a positive psychological relationship between the teacher and the students.

"How are you today?" the teacher will usually ask.

3. Checking the students' attendance

The teacher always asks and checks the students' presence during pre-teaching interaction by saying, "Who is absent today?"

4. Telling the materials

To begin the teaching and learning process, the teacher usually told the students in the meeting the materials that they would learn by saying, "Today is the last lesson because on Friday all of you will get the test of this semester." We will do exercises today in preparation for the Friday exam. Are you prepared? Today's topic is text types. "How many different types of text are there?"

Whilst-teaching Interactions

This interaction occurs during the teaching and learning process. The interactions in while-teaching fell into three groups: getting students to want to learn, giving students rewards, and helping students learn the material.

1. Motivating the students

The teacher usually interacts with the students while teaching by motivating them to learn. It was very

helpful in improving classroom interaction. "I do it by assigning homework at home or..." the teacher explains. I like to do this by assigning smarter students to sit with non-active students so that they are motivated to be more diligent.

2. Rewarding the students

During the teaching and learning process, the teacher rewards the students. It is extremely beneficial in terms of improving interaction. When students correctly answer the teacher's questions or complete the exercise, the teacher usually rewards them. The types of rewards given to students are determined by the teacher. He usually complimented the students with "good, good" or "you are good students."

Post-teaching Interactions

Interaction in post-teaching refers to interaction that occurs at the end of a lesson. Post-teaching interaction was split into two parts: getting students excited about studying and wrapping up the lesson.

1. Motivating or asking the students to study

In post-teaching, the teacher usually encouraged students to study at

home after school. It improves the relationship between the teacher and the students. It made the students happy because the teacher cared about them by motivating them. "Okay, don't forget to study and return the exercises to me," the teacher usually tells the students. The teacher also provides assistance to students when they have exams. "Good luck with your exam!"

2. Ending the lesson

The teacher usually says "good bye" to the students at the end of the lesson. It made the students appealing and enthusiastic, not only at the beginning but also at the end of the lesson. "All right...class, thank you for your time, and good luck."

Interaction between the teacher and the students occurs at the start of the teaching and learning process in the LP3E English course. The teacher began the lesson by asking the students some questions. The teacher's key questions were addressed to the entire class, and the students responded enthusiastically. When the teacher asked the students questions, they were able to respond. This showed that the students were paying attention to the teacher and what was going on in the classroom.

In the course, interaction between the teacher and the students occurs through question and answer activities. The question and answer sessions served several purposes. These activities are aimed at leading the students to the lesson topic; gaining the students' attention from the start of the lesson; activating the students during the teaching and learning process; verbally expressing what was on the students' minds; reflecting the students' inquiries and needs for additional information; and motivating the students to be critical thinkers. Their responses to the teacher were visible through their verbal and nonverbal communication. Their responses revealed their verbal language. Their behavior and seriousness during the activities revealed their nonverbal responses.

Every time the teacher asked a question, the students were able to respond immediately. The students did not appear to be afraid or shy about expressing their ideas and opinions. The teacher balanced the interaction between the teacher and the students, as well as the interaction between the teacher and the entire class, during this activity.

Interaction between Student and another Student

The second category of interaction between students and other students focused on (a) pre-teaching interaction; (b) whilst-teaching interaction (discussing the material and practicing); and (c) post-teaching interaction.

Pre-teaching Interactions

The interaction between students and another student in pre-teaching happens before the class begins. They usually converse with one another and inquire about something with another student. The conditions were very crowded because most of the students spoke loudly.

Whilst-teaching Interaction

1. Discussing the material

During the class, most of the students used bahasa Indonesia when they asked to the other students about the material. The reason was various, for example, because they were shy when they must speak in English with their friends. The students were afraid if the words they used were false.

2. Practicing

When the teacher asked the students to do some exercises that required them to use English, they would do that. For example, when the teacher asked the students to do the

English conversation in front of the class, they used English. The teacher divided the students in group and asked them to do some exercises in which they must speak in English. The teacher usually used songs to create the interaction among the students.

Post-teaching Interaction

The interaction in post-teaching between a student and other students happens after the class. They usually talk to each other. The conditions were very crowded because most of the students spoke loudly. They were very busy with what they were doing.

The interaction between students and other students that happens in the LP3E English courses is not maximal. It is due to their interaction with each other, often done in Bahasa Indonesia. But, when they are asked to do so, they will practice speaking English. However, in most cases, the students used full English. They were not afraid anymore of practicing English whenever they wanted to do so.

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