Impact of teacher's interaction pattern for seventh grade student

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Abstract

Classroom interaction is essential for English foreign language student. Additionally, discourse analysis is the examination of the language used by members of a speech community. The objectives of this study to describe the pattern of teacher-student interaction used by the teacher in the classroom at MTs Nurul Ummah Yogyakarta and to reveal the impact of teacher-student interaction pattern to the student contribution on the MTs Nurul Ummah Yogyakarta. This research employed discourse analysis. Includes English teacher and seventh-grade students of MTs Nurul Ummah Yogyakarta as the participants. Data were collected through observation and recording. The collected data were analysed by Walsh using discourse analysis. Findings show there are 30 patterns in 18 exchanges of teacher-student interaction in the classroom. The type of designs are: IR, IRE, IRRE, IRRF, IRREIRE, IRRRE, IRF, IRFRRRERE, IRR, IRRRRRRE, IRRFRE, IRI, IRRRRRE, IIIII, IIRE, IRFRE, IIRE, IIIR, IIR, IEIRRI, IRFR, IRRRRRRRRRRRE, IRRRRRRRER, IEI, IRRRRF, IIIIRRF, IIIIRR, IRRII, IRFII, IREI. The impacts of the type interaction pattern to the student contribution are: student can repeat the teacher initiation, a student could express their idea, a student could ask the question on the teacher explanation, student response appropriate for teacher talk..
Keywords: classroom interaction pattern, discourse analysis, good interaction, impact to the student contribution, type of teacher-student interaction

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Introduction

Language is an important part in communication. Language is being the means to transfer an idea, thinking, opinion and feeling. In Indonesia, English is the first foreign language. It is taught from elementary school as an alternative subject until high school as one of the compulsory subjects. It means that English has an important position so the Indonesian students need to learn English it well. Fromkin (2003) notes that when you know a language, you can speak and be understood by others who know the language. It means that language is very important in daily life for human because language is used for communication in social communication.

Teaching a language is not a simple matter. Allwright (1984) states that a language is a resource for making meanings, literacy in education, in this case English should develop the students' competence to negotiate meanings or to communicate through the creation and interpretation of text in various contexts.

English learning process uses two ways namely school and independent learning. Independent learning process is the process by which a student or learner learns English without being accompanied or guided. They learn to use media in the form of computers and the internet. Whereas for the school learning process they are through the name of the process of interaction between a teacher and student. This process occurs in the classroom by involving the process of communication between teachers and students in Classroom as the place for the teaching process has a great influence on the persistence of the teaching and learning interaction.

Interaction is defined as mutual events that requires two objects and two actions at least. Interaction occurs when the requirements are naturally influence one another Wagner (1994, 8). A communicative process involves interaction between at least two people who share

information. Brown (2001, 165) and Ma'u et al (2018) said that interaction is the heart of communication: it is what communication is all about. It means that interaction has vital role in communication process, especially in EFL classroom. Thus, communication process in the classroom is called as classroom interaction.

The use of English language in classroom interaction is important for English foreign language students for EFL students, classroom is appropriate place where they can practice the target language, English. In fact, practicing English as a foreign language usually occurs inside the classroom. EFL teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication. It means that the more they practiced the more they had skill and self-confidence in using the language.

Moreover, classroom interaction relates to how the teacher and students participate to talk during teaching and learning process. Poerbowarni (2018) showed that teachers structured their classroom interaction by consistently implementing the 2013 curriculum and its aspects especially its scientific approach. Further it was found out that teachers' perception and language competence shaped teachers' presentation in similar and different classroom interaction.

Then, Allwright (1984) states that through the classroom interaction, the teacher and student's interaction patterns, and the correlation of the amount of teacher and students talk contribute significant result in mastering the target language. Furthermore, the research finding related to the responses such as teacher more creative, burden of teacher psychology in teaching is reduced, teacher more comfortable in teaching (Triyono & Supriani.2018).

Based on the background, the researcher formulated the problem is How is the impact of the type interaction to the students' contribution in the classroom at MTs Nurul Ummah Yogyakarta?

Literature Review

Interaction is defined by Thurman (2004) as the learners' engagement with the course content, other learners, the instructors, and the technology medium results in a reciprocal exchange of information. The exchange of information is intended to enhance knowledge development in the learning environment. There are four types of interaction. It occurs in classroom activities, they are: students' materials interaction, student-student interaction, teacher-student interaction, and student-technology interaction. This research will focus on interaction, mainly about teacher student interaction. McNergney and Carrier in Purwanti (2004) states that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship. The students also show certain attitudes towards learning in the involvement of learning related activities. These attitudes include the following aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. The teacher is able not only to achieve compliance but also to support and encourage students' initiatives.

The characteristics of a good interaction can be seen in the situation of an effective teaching and learning process. Its situation shows a good interaction of students' attitudes toward the teacher's behaviors, students' participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves.

Teaching learning English is very important in the classroom interaction. Brown (2007) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Also, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge,

causing to know or understand. More easier understand, this definition is clarified by Brown following: learning is acquisition or "getting", learning is retention of information or skill, retention implies storage systems, memory, cognitive organization, learning involves active, conscious focus on and acting upon events outside or inside the organism, learning is relatively permanent but subject to forgetting, learning involves some form of practice, perhaps reinforced practice, learning is a change in behavior.

Teaching and learning are inseparable thing. Therefore, in the English teaching learning process there should be a good relationship between the teacher and the students; both have a role as the subject of the English teaching learning process. The teacher can play many roles in teaching learning process in the classroom. Rebecca Oxford et all. (1998) in Brown (2001) stated that the teacher roles are described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. Following described another set of teacher role, some of which are more conducive to creating an interactive classroom.

Jack & Richards (2008, p.16) stated that speaking skill in English is a very important for second or foreign language. Oral skill hardly been neglected in EFL/ESL courses though how best to approach the teaching of oral skills has long been focus of methodological debate. Teacher and textbook are needed to provide variety approaches: direct approach and indirect approach. Furthermore Luoma (2004) divided some of the following features of spoken discourse: composed of idea units, planned or unplanned, employs more vague or generic words than written language, employ fixed phrases, fillers and hesitation markers, contain slip and errors reflecting on line processing, involved reciprocity, show the variation, reflecting speaker roles, speaking purpose, and the context.

Richard (2008) made distinction between the interactional function of speaking and the transactional functions. There are three part of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities are distinct in term of form and function and require different teaching approaches.

Malcolm (2002) defined the exchange as 'the basic unit of interaction' and we see no reason to disagree with this. It is basic because it consists minimally of contributions by two participants and because it combines to form the largest unit of interaction, the transaction. This description obviously makes a very powerful claim about the nature of interaction, that there are only three basic types of exchange, a claim which may seem all the more surprising in the light of current work in speech act theory, pragmatics and ethnomethodology where large numbers of different exchange initiators have been isolated.

In addition, Walsh (2006) one of the more important features of all classroom discourse is that it follows a fairly typical and predictable structure, comprising three parts: a teacher initiation, a student response, and a teacher feedback, commonly known as IRF, or IRE, Initiation, Response, Evaluation. IRE is preferred by some writers and practitioners to reflect the fact that, most of the time, teacher's feedback is an evaluation of a student's contribution. Teachers are constantly assessing the correctness of an utterance and giving feedback to learners. The IRF exchange structure has had a huge impact on our understandings of the ways in which teachers and learners communicate and has led to many advances in the field.

Method

This study belongs to Discourse Analysis. Discourse analysis to concern with the study of the relationship between language and the contexts in which it is used Carter (1993). Discourse analysts is study about language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. This research only focused on classroom interaction on spoken data. The aim of this study to the impact of the type interaction to the student contribution.

This research was conducted at MTs Nurul Ummah Kota Gede Yogyakarta.Which is located on Jalan Raden Ronggo Kota Gede II no. 982 Prenggan Kota Gede Yogyakarta Daerah Istimewa Yogyakarta 55172. MTs Nurul Ummah is one of the Islamic formal school in Yogyakarta. The quality of school it can seen from "B" accreditation. The researcher involved English teacher and students VII C class of MTs Nurul Ummah Yogyakarta in the 2018/2019 academic year as the participants. The researcher collected data through observation and recording.

Observation

Kotari (2004) stated that the observation is the commonly used in studies related to behavioural sciences. The researcher observed the activities during teaching learning process in the classroom. She observed VII C classroom three times: Tuesday 26th of February 2019, Friday 01st of March 2019, and Tuesday 05th of March 2019.

Table 1. Schedule and Result of Observation on VII C class

Date/Time	Teaching Material	Result of Observation
Tuesday, 26th of February 2019 (11.30-12.50)	Descriptive text on people.	The teacher explained the meaning of descriptive text, how is the structured of descriptive text, example of descriptive text, and the last the teacher gave the assignment to the student.
Friday, 01st of March 2019 (10.00-11.10)	Describing people or personality,doing the task.	The teacher explained the personality of people, teacher read the text and students repeat and listen what the teacher said, and doing the task.
Tuesday, 05th of March 2019 (11.30-12.50)	Describing Animal.	Teacher explain the descriptive text about the animal.

Table 1 explained about the date and time of observation, the teaching material, and the result of observation.

Recording

Recording to support the result of observation, the researcher used video recording to record the interaction between teacher student's interaction in the classroom. During the observation, researcher took three times video record. The first video is about the structure of descriptive text and its example. The second video is about describing people or personality and doing the task. The third video is about describing animal. The duration of each video: first video is about 80 minutes, second video is 70 minutes, and third video is 80 minutes.

The researcher analyzed the data used Walsh (2011) theory to describe the impact of interaction pattern used by teacher in the classroom.

Findings and Discussion

There are impacts to student contribution from the teacher's feedback. First impact in the turn number 8-10. This about checking attendance. The pattern is completed is IRF. The teacher asked "who is absent today" and the teacher get the direct response from the student by remarked "Gilang, Devan, Alicia" and spontaneity teacher's feedback "okay, all is okay". From the teacher's feedback, the interaction between teacher-students is good because the student's response is correctly.

Second impact is the turn number 24-26 about brainstorming. The pattern is completed about IRF pattern. Teacher initiation "so, what is the number of white board" next student

response by remarked "white" directly teacher feedback by "white, good job". The function of good job as a appreciation from student response. The teacher gives the good job word to the student. From that explanation, second of impact about brainstorming is good.

Third impact is the turn number 32-34 about brainstorming. The pattern is completed IRF pattern. Teacher initiation remarked "how about the shape?" directly student response by "square" and the teacher feedback "square". This one is square (while drawing a square on the white board). The teacher feedback was for revising the student response which was incorrect. Then the correct answer in the turn number 38 by teacher's remarked "Okay this one is rectangle (while drawing a rectangle on the white board)"

Fourth impact is turn number 40-42 about brainstorming. The pattern is completed IRF pattern. The teacher initiation by remarked "what is this?" student response by "giraffe,giraffe,giraffe" and teacher feedback "okay". The word of okay from teacher feedback as the student response is correct.

Fifth impact is turn number 65-67 still about brainstorming. The complete pattern IRE pattern. Started by teacher initiation "and then ada apalagi? Punya kaki berapa?" direct student response "empat" so teacher given evaluate as a assessing the student answer completed by "okay berarti it has four legs".

Sixth impact is turn number 67-69 about brainstorming. The complete pattern IRE pattern. Started by teacher initiation remarked "so, kira kira kalau saya tunjukkan gambar ini apa yang ada dibenak kalian?" students response remarked "nice, hair" and the teacher evaluate students response by "yang ada dibenak kalian okay". The teacher only gives okay to student response. So, if the student response little, the feedback is complete. The teacher feedback by "okay" representatively if the teacher accepted by student response. So the impact from that pattern to the student contribution is the student understand that their response is correct response.

Seventh impact is turn number 154-156 about explanation about people identification. The teacher initiation as a elicitation remarked "yang lain yuk guys" so student response by "Identification" and the teacher evaluate and given the explanation remarked "Yes, identification. Ini adalah identifikasi identification. Jadi, identifikasi teks descriptive ini ada dua eee langkah ini yang pertama adalah identifikasi sama deskripsi.

Identifikasi itu ngenalin siapa sih yang mau di ceritakan apakah orang missal nenekku, boleh". Furthermore, if the student response not complete, the teacher feedback or evaluate given the explanation or complete answer. So the impact to the student contribution from that pattern are students got the correct answer and more information from the teacher.

Eighth impact is turn number 158-160 about explanation about people identification and complete pattern IRF pattern. The proofed from the teacher initiation remarked "terus siapa lagi?" student response "my friend okay" and the teacher feedback "my friend okay". So from that interaction pattern, the researcher found that the impact to the student contribution is teacher accepted the student response and made the student understand if there the same question the answer is that response.

Ninth impact is turn number 170-172 about explanation people identification and the complete pattern IRE pattern. Teacher initiation "rambutnya hitam jadi apa?" student response "pink" and the teacher feedback as assessing the student response by correct feedback "okay, black". From that evidence, the impact of students contribution of teacher-student interaction are the student more attention to the teacher and student know the correct answer.

Tenth impact is turn number 177-179 about explanation people identification and the pattern completed IRE pattern. Student initiation remarked "keriting itu apa?" student response by "curly" and teacher feedback remarked "curly hair, okay". From that pattern and proofed, the researcher found that the impact of teacher-student interaction is student know the complete answer and no given the incomplete response.

Eleventh impact is turn number 245-247 about teacher asked students to count and make a group and the pattern completed pattern IRE pattern. Started teacher initiation remarked "fourteen. Kalau lima lima, ada berapa grup" student response "dua, tapi ada yang empat" and teacher feedback as decision "Okay, ada yang empat orang. Satu aja yang empat orang. Lima lima orang ya. Ada yang empat orang siapa saja. Yang empat orang gak papa. Sekarang, berhitung satu sampai lima". So the impact from that pattern to student contribution is drilled the student of counting to make a group or other.

McNergney and Carrier in Purwanti (2004: 32) stated that characteristics of a good interaction can be seen in the situation of an effective teaching and learning process. Its situation shows a good interaction of students' attitudes toward the teacher's behaviours, students' participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves.

Based on the analysis and McNegergney and carrier has three criteria of good interaction, there are: students attitude toward's the teacher behavior, students' participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves. The researcher concludes that the interaction between teacher and student good. The students have an attitude toward teachers' behavior and the proofed can be seen in every utterance in teacher-student interaction.

 The students always participate in the interaction of the classroom during teaching learning activity. Every question from the teacher, the students always gives the response and the answer although the response or question incorrect or false. Third students got the opportunities to share and express their idea. The students expresses and their idea proofed in the brainstorming activity. In line with Panjaru (2019) stated that through display question, the teacher raises up the students' desire to learn and participate in the teaching learning process.

Furthermore, the English teacher much of the brainstorming. Brown (2001) stated that the teacher as controller. Then, the English teacher must be control the classroom such as: students, time during teaching learning process, and so on.

First, as a controller the teacher can divide time for the activity in the classroom, such as pre-teaching, while-teaching, and post-teaching. All of them must run well and the right time.

Second, as a director, the teacher must direct process teaching and learn in the classroom. To direct the activity in the classroom the teacher used the lesson plan without a lesson plan process of teaching-learning cannot right well. The aim of a lesson plan to organize time during the activity in the classroom.

From that explanation, the researcher claimed there is the impact of the type interaction to the student contribution at seventh grade in MTs Nurul Ummah Yogyakarta are: the student can repeat the teacher initiation, the student could express their idea, the student could give the question on the teacher explanation, the student responds appropriate for teacher talk.

Conclusion

This study belongs to Discourse Analysis. Discourse analysis to concern with the study of the relationship between language and the contexts in which it is used Carter (1993). Discourse analysts is study about language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. This research only focused on classroom interaction on spoken data. Teacher assessing the correct the utterance and gives feedback to student. From the teacher feedback the researcher found the impact of student's contribution in the classroom interaction.

From the discussion, the researcher concluded that the impact of teacher-student interaction pattern to the student contribution in the classroom interaction of the seventh grade at MTs Nurul Ummah Yogyakarta are: IRR, IRRRRRRE, IRRRRRRRER, IRRRRRE, IRRRRRRRRRRRRE, the student can repeat the teacher initiation. IRRE, IRRF, IRF, IRE the

student could express their idea. IRI, IIIR, IIR, IRRII the student could ask the question on the teacher explanation. IR, student responds appropriate for teacher talk.

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