



The Patterns of classroom interaction in an EFL classroom at ELS-Poso English course

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Abstract. This research aims to find out the classroom interaction patterns and the dominant interaction patterns used in an EFL classroom at English Language Skill (ELS)-Poso English course. In order to analyze the data, the researchers use a theory from Ur (1996) about the patterns of classroom interaction. This research use qualitative research methods and use observations, interviews and field notes to collect the data. The subjects in this research are a tutor and 8 level two students at English Language Skill (ELS)-Poso English Course. The research results show that there are seven interaction patterns used in the level two class at English Language Skill (ELS)-Poso English Course, namely; group work, closed-ended teacher questioning (IRF/IRE), individual work, choral responses, student initiates-teacher answers, full-class interaction, and open-ended teacher questioning. The dominant interaction patterns used in level two class are group work and choral responses.

Keywords: Classroom Interaction, Classroom interaction pattern, EFL Classroom.

INTRODUCTION

In a classroom, there are many problems that make the classroom unable to complete its planned goals. Among the many problems that occur in the classroom, usually teachers only focus on media or teaching materials or even strategies and methods in teaching. Without realizing it, one of the things that must be paid attention to is interaction in the classroom. Classroom interaction is a situation or activity where teachers and students carry out two-way communication or there is reciprocity in the communication carried out in learning, both teachers and students respond to each other when communication occurs. This ensures that there is no gap between teachers and students because both teachers and students maintain communication with each other in the classroom.

Interaction itself has certain patterns, and these patterns support the achievement of the desired interaction in the classroom. Interaction patterns can be seen from the interactions that occur between teachers and students or students and students. One classroom that requires good interaction patterns is the English as Foreign Language (EFL) classroom. English as Foreign Language (EFL) classroom is a class for students who study English as a foreign language because English is not their mother tongue or second language in their country. One of the countries that studies English as a foreign language is Indonesia. In Indonesia, English can be studied in both formal and informal education.

Based on the explanation above, there are three related studies in this research namely; first a research conducted by Prismutitomi et al., (2022) with the title of the research namely “An Analysis of Interaction Patterns in the English Writing Class”. The researchers investigating the patterns used in classroom interaction by the English teacher and the eighth-grade students at SMPN 1, Dander, Bojonegoro. The research used qualitative method, and the subjects were an English teacher and 8G students at SMP N 1 Dander. The researchers found that there are seven interaction patterns created in the classroom such as group work, closed-ended teacher questions, choral responses, teacher talk, the student initiates-teacher answers, and open-ended teacher questions. Second research is from Rambe (2022) with the research title namely “Exploring Interaction Patterns in EFL Teaching and Learning Context”. The researcher found that the interaction patterns implemented in the classroom are group work, close ended teacher questioning, individual work, choral responses, full-class interaction, teacher talk, and open-ended teacher questioning. Next, the third research is from Sari (2018) with the research title namely “Patterns of Teaching-Learning Interaction in the EFL Classroom”. The researcher of this research explored the patterns of interaction during teaching and learning process. There are seven interaction patterns, namely; group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates- teacher answers, open-ended teacher questioning, and collaboration.

The three previous studies were carried out in formal educational institutions such as schools and universities where the subjects of the research were teachers or lecturer, while in this research, the researchers conducted research at one of the non-formal education institutions and the subject was a tutor. Beside that, this research carried out in a city and place that was different from the previous studies.

In this research, the researchers are interested in conducting research on "The Patterns of Classroom Interaction in an EFL Classroom at ELS-Poso English Course". There are two problem formulations in this researcher, namely; (1) what are the patterns of classroom interaction in an EFL classroom at ELS-Poso English Course. (2) what are the dominant patterns of classroom interaction in an EFL classroom at ELS-Poso English Course. The aims of this research are to find out the patterns of classroom interaction in an EFL classroom at ELS-Poso English Course and to find out the dominant patterns of classroom interaction in an EFL classroom at ELS-Poso English Course.

LITERATURE REVIEW

Interaction is a situation where two-way communication occurs between two or more people. An interaction is said to be successful if there is reciprocity between the people interacting where they will exchange ideas or provide each other's ideas so that communication occurs. This understanding is in line with the theory from (Brown, 2000) which explains that "interaction is a collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other".

Roestiyah (1994 as cited in Rahayu 2006) said that the classroom interaction is for the educational purpose because there is a process of teaching and learning in the interaction. In such interaction, students can improve their knowledge and skills. So, that means that in a classroom where there is a teaching and learning process in it, of course there is interaction and it can be said to be classroom interaction.

There are many types of classroom interaction. In this study, to find out the patterns that occurred in the classroom the researchers used the patterns that suggest by Ur (1996). Ur (1996) classified the classroom interaction patterns into ten patterns, namely :

- a. Group work: Students work in small groups on tasks that entail interaction conveying information. The teacher walks around listening, intervenes little if at all.

- b. Closed-ended teacher questioning ('IRF/IRE'): Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.
- c. Individual work : The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.
- d. Choral responses : The teacher gives a model, which is repeated by all the class in chorus; or gives a cue, which is responded to in chorus.
- e. Collaboration : Students do the same sort of tasks as in 'Individual work,' but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene.
- f. Student initiates-teacher answers : For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
- g. Full-class interaction : The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.
- h. Teacher talk : This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.
- i. Self-access : Students choose their own learning tasks, and work autonomously.

METHOD

In this research, the researchers used qualitative research. The design of the research was case study research. This method is used to find out a phenomena about the patterns of classroom interaction that used at ELS-Poso English Course. The data source in this research came from an English tutor and eight students from the level two class at ELS- Poso English Course. Data were collected through observation, interview, and field note. Classroom observations in this research were conducted in the form of non-participant observation. The researchers visited the research location, ELS-Poso English Course, and

made direct observations. Observations were carried out on three separate occasions, with a duration of approximately 90 minutes for each meeting. Next, the researchers conducted interviews with an English tutor and eight students from level two class to support the data from the classroom observation. In addition, the researchers also took field notes to support the data. Then, after collecting the data, the researchers analyzed the data through the theory from Miles and Huberman (1994). There were three steps to analyze the data; data reduction, data display, and drawing conclusions.

DISSCUSION ON RESEARCH FINDINGS

This section discusses the findings of the patterns of classroom interaction and the dominant patterns of classroom interaction at ELS-Poso English Course. Data were obtained from classroom observations for three days, followed by interviews with an English tutor and four level two students at ELS-Poso English Course, and supported by the data from field notes.

A. The Patterns of Classroom Interaction at ELS-Poso English Course

In the first meeting, the tutor delivered material about holiday, and the interaction patterns formed were group work, closed-ended teacher questioning (IRF/IRE), choral responses, and student initiates-teacher answers.

First, group work patterns occurs when the tutor gives the students assignments by forming several groups. Students work together and interact to express opinions with other students in small groups to complete assignments. During group work, the tutor's role is to monitor and provide assistance if needed.

Excerpt 1:

T : "...Okay, as I told you before that you gonna write a story a text about

- someone experience, so I'll give you the time and give you some time to talk to share with your friends about their experience of course. Okay, now how to make how to find your friends?..."
- T : "in ..? random way as usual,, You gonna pick a paper and find your partner.."

Second, closed-ended teacher questioning (IRF/IRE) patterns. This patterns occurs when the tutor asks several questions regarding the material discussed that day. This pattern shows how the tutor takes the initiative in asking questions; which students provide answers to tutor's questions; and the tutor provides feedback. This pattern also occurs because the answer received by the tutor is only one correct answer.

Excerpt 2:

- T : "...Okay to make a story about retell your holiday we use a kind of.. what kind of text?"
- S1 : "...past tense?"
- T : "no past tense. What kind of text? The kind of the text. What's the name of the text?"
- S1 : "recount"
- T : "re? recount what?"
- S1 : "text"
- T : "recount text. Okay, open your book now. okay you gonna make a recount text about Your friend's holiday activity not yours but about your friends not about you but about others.."

Third, choral responses patterns occurs when the tutor gives the students some questions and the students answered the questions together, which is indicator of the occurrence of a choral response interaction pattern.

Excerpt 3:

- T : "okay, what day is it today?"
- AS : "today is Wednesday"
- T : "what date is it today?"
- AS : "seventeenth of April twenty twenty four" T : "okay what's our lesson now?"
- AS : "our lesson now is English"
- T : "what's the best way to learn English?"
- AS : "the best way to learn english is by speaking it and we can improve our speaking skill by practicing a lot, English is fun and easy"

Fourth, student initiates-teacher answer patterns occurs when students take the initiative to ask questions about the learning that is taking place at that time then the tutor provides answers according to the students' questions. This interaction pattern begins with students asking the tutor.

Excerpt 4:

- S : "Miss?"
- T : "yeah?"
- S : "if we fault we get minus?"
- T : "yeah ten"
- S : "misssss"
- T : "ehh five minus for each mistake in your written" S : "oh my God"

In the second meeting, the tutor delivered material on "in London", and the interaction patterns formed were group work, choral responses, full-class interaction, and open-ended teacher questioning.

First, group work interaction pattern. This pattern occurs when the students are formed into a small

group and they completed their task, namely made a dialogue together with their friend, and the dialogue created based on their material that day which is material in London and they have to made a dialogue used the idioms or English expressions that have been given and explained in advance by the tutor.

Excerpt 5 :

- T : “..Ok for the next activity There will be a speaking practice where you will a conversation and present in front of your friends again and you will make the dialog by yourself, and about the group do you want to make it by yourself or make it random?”
- AS : “random”
- T : “ok, if you want random so it’s mean that you will take the paper again. Ok now take the paper come here..”

Second, choral responses patterns occurs when the tutor asks several questions to the students, and the students together answered the questions from the tutor.

Excerpt 6 :

- T : “how are you today?”
- AS : “fine”
- T : “what day is it today?”
- AS : “today is Wednesday”
- T : “and what date is it today?”
- AS : “twenty forth of April twenty twenty four” T : “what’s our lesson now?”
- AS : “Our lesson now is English”

Third, full-class interaction patterns occurs when the tutor gives all students the opportunity to take turns reading a text about a material, namely material ‘in London’. The material they discussed was from their handbook. After reading the text, the students and tutor discuss the material together.

Excerpt 7:

- T : “Ok speaking practice now, ok from Ghazy, read the text now come on..stand up when you read it.. the first paragraph”
- S1 : “In cities there are many houses, between the houses there are street, in street there are motorcycle, car, and bus...”
- T : “ok thank you, next Dika”
- S2 : “in street there are many vehicles but there are also the side for walking...”
- T : “ok, next paragraph”
- S3 : “In many of the Street there are shops, you go to shops if you want to had shoes, bag, or any other articles...”

Fourth, open-ended teacher questioning pattern. This pattern occurs when the tutor gives open questions to students regarding the material they were discussing. At that time, the tutor gave and explained idioms or English expressions about shopping. When giving idioms, the tutor asked the students' opinions about the idioms given. Students were free to answer according to their own opinions.

Excerpt 8 :

- T : “What’s the largest shop in this town?”
- S1 : “Asdar hahaha”
- T : “ok, Asdar is your one stop shop. What about you Dika ? what do you think?”
- S2 : “emm.. Poso Market I think”
- T : “Poso Market? Okay... How about you Gahzy?”

- S3 : “Asdar
T : “waw Asdar ok, so Asdar is your one stop shop yeahh..”

In the third meeting, the tutor delivered the same material as the previous meeting, and the interaction patterns formed were individual work and choral responses.

The first, individual work pattern. This pattern occurs when the tutor gives instructions to the students where the instructions that the students had to rewrite a summary of the material that had been discussed previously. The summary that had to be rewritten in verb two, which they had studied about with their tutor at that time. When working on individual assignments, the tutor still gathered and provided assistance if needed.

Excerpt 9:

- T : “ok good job everybody sit down please and take your book come on we’ll continue our activity first before we move to next material come on...here the exercise for you please open your book on page twelve oh no sorry I mean page seventeen come on.. there is exercise forty four where you have to copy the summary, read the summary

and write it by change the verb into the past okay? This is tenses material you have known about tenses...”

- S1 : “Miss, copy the summary by putting the past tense?”
T : “yeah, change the verb into past tense.. summary in London in page eleven..”

The second, choral responses pattern occurs when the tutor asked questions, which were then answered together by the students. This pattern was identified as arising from the tutor's initiative, which was then responded to by all students collectively.

Excerpt 10:

- T : “what day is it today ?
AS : “today is Thursday”
T : “and what date is it today?”
AS : “twenty fifth of April twentytwenty four” T :
“what’s our lesson now?”
AS : “Our lesson now is English”
T : “what’s the best way to learn English?”
AS : “the best way to learn English is by speaking it and we can improve our speaking skill by practicing a lot. English is fun and easy”

Based on the results of observations carried out three times, researchers found that there were seven interaction patterns used in level two classes at the English Language Skill (ELS)-Poso English Course, these interaction patterns are; group work, closed- ended teacher questioning (IRF/IRE), individual work, choral responses, student initiates- teacher answers, and open-ended teacher questioning. Three interaction patterns that were not found by researchers, namely; collaboration, teacher talk, and self-access. This findings also supported by the results of interviews and the results of filed notes.

B. The Dominant Patterns of Classroom Interaction at ELS-Poso English Course

Based on the results of observations, the researchers concluded that the dominant interaction pattern that occurred in the level two class in the English Language Skill (ELS)-Poso English Course are choral response and group work pattern. This conclusion was obtained based on the results of observations where the choral responses interaction pattern occurred three times in each observation and group work pattern occurred twice namely on the first day of observation and the

second day of observation. This findings also supported by the results of interviews and the results of field notes.

CONCLUSION

Based on the discussion and research findings in the previous section, the researchers concluded that, the interaction patterns used in second level classes in the English Language Skill (ELS)-Poso English Course are very diverse. After observing three times and analyzing interaction patterns based on Ur (1996)'s theory, the researchers found that the interaction patterns used in the second level class at the ELS Poso English course included; Group work, IRF, choral responses, individual work, full-class interaction, Student initiates-teacher answers, and open-ended teacher questioning. All these patterns were found from observations, interviews, and field notes.

The dominant interaction pattern carried out in the second level class in the English Language Skill (ELS)-Poso English Course are the choral response and group work interaction pattern. This was concluded based on the results of observations, interviews, and field notes where these patterns were patterns that were most common during observations and written when taking field notes. This data is also supported by interview results, where all informants stated that these two patterns were the patterns that most often occurred in level two class at the ELS-Poso English Course.

Finally, from this research the researchers expected that English teachers or tutors will get more information about the patterns of classroom interaction from Ur (1996)'s theory that there are ten patterns of classroom interaction. Helpfully it can help them to choose the correct patterns that can help and motivate students to learn better.

Therefore, for the next researcher who interest to conduct a research with the same topic, the researchers hoped that this research can provide the information that they need to conduct their research. The researchers suggest to conduct the same research but analyze deeper with another method to get more accurate finding. The researchers also hoped that the next researchers are interested to research with same topic but different theory.

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