

An Analysis of Interaction Patterns in the English Writing Class

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ABSTRACT

Learning English in the classroom is closely related to how to build good interactions between the two main components, namely teachers and students. Success in the teaching and learning process is influenced by the interaction patterns of both in the classroom. This case study is aimed at determining the interaction patterns occurring in the process of English teaching-learning between the teacher and the eighth-graders at SMPN 1, Dander, Bojonegoro. The data obtained through classroom observation and interviews in two meetings of the writing class were then analysed using the interactive model of Miles and Huberman. The findings revealed that the interaction patterns appearing in the grade 8 class consisted of group work, close-ended teacher questions, choral responses, teacher talk, student initiates teacher answers, and open-ended teacher questions. Furthermore, the results of interviews with teachers indicated that each student had different responses, and to make them active, the teacher must design the materials in an interesting and more intense way to interact continuously. The students were very enthusiastic about the way the teacher always involved students when delivering material, such as by asking questions and forming groups to solve problems. Accordingly, the interaction between teachers and students in English writing class went well and helped the students understand the material presented through the various interaction patterns they created. It is critical for English teachers to create more classroom interactions in order to encourage students to actively participate in learning activities.

Keywords: interaction pattern, classroom, English, writing class

INTRODUCTION

Interaction cannot be separated in the teaching and learning process. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effects on each

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other (Brown, 2000 p.165). Interaction plays an important role in learning objectives, without interaction the learning objectives will not be conveyed properly. In the classroom, interaction can run smoothly if there is a good relationship between the teacher and students. The teacher delivers the material and students respond to the material presented. As is the case in learning English which is closely related to how to build interactions between the two main roles in it. Hanum (2017) argues that "Interaction between teachers and students, and students with students is needed in classroom activities with a communicative approach. This will keep the communication going in the classroom."

In classroom interaction, the teacher becomes the center of students' attention, starting from appearance, teaching ability, attitude, and others. Teachers not only teach but also have to understand the psychology of students and class conditions so that the teaching and learning process will be balanced between teachers and students. Through interactions created in the classroom, it can motivate and encourage students to think, understand, and respond to the material presented. This is not only beneficial for students, but teachers will also get feedback to know the progress of their students. This is in line with Hanum (2017) Not only teachers are active in communicating but students will also participate in the teaching and learning process.

To create a good learning process, a teacher must use interaction patterns when teaching. The pattern of interaction referred to in this study is the way of working or the form of the direction of communication carried out by teachers with students, or students with students. As quoted by Julana (2018) in the Oxford Dictionary, a pattern is a repeated or regular way in which something happens or is done. These patterns focus on the way students and teachers interact in the classroom. Applying the right interaction pattern is a supporting factor in achieving success in every activity, it can also reduce awkwardness between students and teachers so that the teaching and learning process becomes balanced.

However, the problem in current learning in English class, especially in writing class, is that students don't really like writing, they think writing is a difficult skill. In the eighth grade of junior high school, students usually have difficulty in expressing ideas and also the lack of interaction that is created between the teacher and students. Sometimes teachers just give assignments without any direction to help improve students' writing potential.

This is the reason the researcher wants to know firsthand the state of the class to find out what interaction patterns exist in the English writing class. In this study, the researcher wanted to analyze the interaction pattern using the theory of Ur (1996) which classifies these patterns into ten parts, namely

- a. Group Work: Students work together with others in small groups to complete assignments, here will create interactions that can make

- students look active in opinion
- b. Close-ended Teacher Question (IRF): This is an interaction pattern in which the questions asked by the teacher have only one true or false response. It's like a game "guess what the teacher wants you to say".
 - c. Individual Work: This type of interaction is the opposite of group work. Where the teacher gives assignments and students are instructed to do the assignments independently.
 - d. Choral Responses: This type of interaction occurs in the classroom when the teacher provides a model related to the material discussed in class, then it will be repeated several times which is responded to in the chorus.
 - e. Collaboration: Students receive the same task and they must complete all by helping each other so as to achieve the best result. The teacher does not interfere and only as a monitor.
 - f. Student Initiates, Teacher Answer: This interaction starts with students thinking about the question and the teacher responding, but the teacher is the one who decides who asks.
 - g. Full Class Interaction: In a class, all students discuss or debate a topic given by the teacher. The teacher can join in occasionally to stimulate participation or to monitor.
 - h. Teacher Talk: This pattern can be said with a lecture. During the lesson, students are not allowed to speak. This may involve some type of silent student response, such as writing and dictation, but no initiative on the part of the student.
 - i. Self-access: It is student-centered. Students can choose their own topics, study assignments, and work independently. This pattern can build students' independence in learning.
 - j. Open-ended Teacher Question: This is not like a close-ended teacher question. Open-ended teacher questions allow answers to more than just 'correct' so that students will answer a lot with deep thought according to the cues given.

There are several previous studies with almost the same topic, but with different theories. For example, research conducted by Astuti (2011) with his research entitled "An Analysis of Classroom Interaction in the English Teaching and Learning Process of the Bilingual Class in the First Grade of SMPN 1 Prambanan". The results of this study indicate that the interaction between students and teachers is divided into three, namely: (1) Interaction in pre-teaching, (2) interaction in whilst-teaching, and (3) interaction in post-teaching. Rashidi and Rafieerad (2010) conducted a study to investigate interaction patterns and the influence of gender in interacting in Iranian EFL classrooms. The results of the analysis show that the pattern of interaction between participants is different from that of participants who use various discourse acts. Male students were found to

be more willing to interact with their teachers than female students. Furthermore, Rohmah (2017) conducted a study to determine the types of teacher and student conversations as well as the interaction patterns of teaching and learning English for grade 1 in the Economic Education Study Program of IKIP PGRI Bojonegoro. The findings show that teachers and students both produce conversations in the learning process. As well as teaching and learning activities used to produce patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration.

In this study, the researcher wanted to try to find out the pattern of interaction in the teaching and learning process in the English writing class. The researcher chose an English teacher and class VIII G students of SMP Negeri 1 Dander to observe and collect data. It is hoped that this research can be used by English teachers and contribute as a source of information about interaction patterns that can be used when teaching writing classes, as well as to improve the quality of teaching and learning English in the classroom.

METHOD

In this study, the researcher used a qualitative case study design. This method is used to find out several events or phenomena about the pattern of interaction in the English writing class. The subject of this research is an English teacher and 8G students at SMP N 1 Dander. Data were collected through observation and interviews. This study uses classroom observation to find out what patterns occur in-class interactions. This study conducted direct observation as non-participant observation. Then, interviews were applied for data collection. The researcher conducted interviews with an English teacher and two eighth-grade G students to dig deeper into the data after conducting class observations. In addition, the researchers also took several photos and video recordings as documentation to support the data.

Then, the data were analyzed using the interactive model proposed by Miles and Huberman (1994). Activities to analyze data include data reduction, data display, and drawing conclusions.

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns, and discarding unnecessary ones (Sugiyono, 2009). After data reduction, the next step is data display. In qualitative research, the presentation of data is done in the form of brief descriptions, charts, relationships between categories, and others. The final step of data analysis is drawing conclusions, the initial conclusions put forward are still temporary and will

change. However, if it is supported by valid and consistent evidence, then the conclusions put forward are credible conclusions.

After the data can be obtained, the researcher will classify the results into several interaction patterns based on the theory proposed by Ur (1996). There are 10 patterns, namely group work, closed-ended teacher question (IRF), individual work, chorus responses, collaboration, student initiate-teacher answer, full class interaction, teacher talk, self-access, and open-ended teacher questions.

FINDINGS AND DISCUSSION

This section discusses the findings of teaching and learning interaction patterns in the English writing class. Data were obtained from classroom observations for two days and followed by interviews with an English teacher and two 8G grade students at SMPN 1 Dander. In the first study, the teacher delivered material on "Notice", the interaction patterns formed were choral responses, closed-ended teacher questions, open-ended teacher questions, teacher talk, and group work.

First, the choral response pattern occurs when the teacher starts the class and greets students and asks how they are by saying 'good morning students, how are you?' and students respond with 'good morning, ma'am, I'm fine'.

T: Good morning students, how are you?

S: Good morning ma'am, I'm fine, thank you.

T: Okay, who's absent today?

S: (Says his friend's name)

Second, the closed-ended teacher questioning (IRF) pattern occurs when the teacher gives several prompts related to the material being taught to students. This pattern shows how the teacher took the initiative to ask questions; students respond to the teacher's questions, and the teacher provides feedback.

T: Can the notice be called an announcement?

S: Maybe yes

T: Then, if the notice is like an announcement, can it have an impact on the reader?

S: Yes ma'am

The third pattern is open-ended teacher questions. This is different from closed questions. The teacher's open-ended questions allow for a number of answers so that many students will answer with deep thought. This is one of the excerpts of open-ended teacher questioning:

T: what information is usually in the notice?

S: like the prohibition ma'am

T: What kind of prohibition? give a more specific example?
S: for example, "Don't smoking", meaning that a person is not allowed to smoke in a place such as indoors
T: Okay, good!!

The next pattern is teacher talk, this pattern can be called a lecture. This is more towards the type of student response that is silent and makes a note.

T: Not only prohibitions which include notices but also there are several other types and we usually find them in certain places, whether as instructions, warnings,.....
S: (silence and writing)

The last pattern that appears in group work, the teacher gives assignments by forming several groups. This pattern is more student-centred. Students work together and interact to express opinions with other students in small groups to complete assignments, here will create interactions that can make students look active in opinion. When this pattern occurs, the teacher's role is to monitor them, like in the conversation below:

T: OK, if you understand, now you have a task that you have to do and I decided to just work in groups.
S: ok maam
T: I have provided a paper containing some examples of notices, you have to discuss classifying the notices into the types that I have discussed earlier.
S: (discussion)
T: (turning around to see the state of the student group) don't forget to give a reason why you put it in that category.

In the second observation, the material used by the teacher is still the same as the previous material by discussing the types of notice. The interaction patterns that occur are student-initiated teacher answers, open-ended teacher questions, teacher talk, and choral responses.

The first pattern is student initiates the teacher's answers. This interaction starts with students asking questions related to the material and the teacher responds by providing feedback. Like the conversation below:

S: Ma'am, for the last meeting's assignment, do you have to submit it?
T: Oh yes, sorry I forgot. please collect everything on my table
S: Ok ma'am
T: Just a representative, no need for all group members to collect

The second pattern is open-ended questions, the teacher gives questions that can be answered with one or more answers by students with

more detailed answers related to the group assignments they are working on.

T: After you've done that task, so you already know some types of notice right? Please tell me anything?
S: that's ma'am, there is a warning, there is a command
T: good, come on the others. How about a command type notice?
S: like on the side of the road, ma'am, a sign that says to be careful because the road is steep
T: very good...

The next pattern is teacher talk, the teacher explains several types of notices and gives examples to students. When this pattern takes place, only the teacher speaks and the students are silent, listening and writing notes in their books.

The last pattern is the coral responses. When the teacher reviews the material that was taught earlier by asking what kind of notice to students and the answer with a chorus pattern. Conversations like the following:

T: What kind of notice is meant to give an order to do something?
S: Command
T: Come on the others, what kind of notice was the function to pay attention or be careful about something?
S: That's a caution ma'am.....

From two class observations, it can be concluded that in the first data collection the class interaction was more dominated by the teacher, but that does not mean that students were just silent, there were several times when they communicated when the teacher asked questions. Then in the second data collection with the same class and material, the condition of the class is more balanced. students and teachers interact well with each other. So it can be concluded that the 8G writing class in the learning process produces group work interactions, close-ended teacher questions, choral responses, teacher talk, the student initiates teacher answers, and open-ended teacher questions.

CONCLUSION

From the results of the data analysis above, it can be concluded that in the English writing class the interaction pattern is not only dominated by the teacher because in some time students also participate in interacting both between students and teachers and students with students. The interaction patterns created such as group work interactions, closed-ended teacher questions, choral responses, teacher talk, the student initiates teacher answers, and open-ended teacher questions, are very influential in helping increase student activity. Therefore, teachers are advised to

understand and apply these and other patterns to create balanced communication in learning

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