

CHAPTER II

LITERATURE REVIEW

A. Classroom Interaction

1. Definition of Classroom Interaction

Classroom interaction occurs in the learning process involving teachers and students. Classroom interaction is about class interaction as a two-way process between participants in the learning process. Malamah-Tomas (1987 : 8) states that interaction has the potential for co-operation or conflict. This happens because of the collaboration between the two parties, namely teachers and students, communication can take place properly and effectively so that the learning process occurs. According to Rivers (1987), this shows us the active and social part of this human being that influences others through interactions.

According to Rhalmi (2016), the interaction consists of two morphemes, namely inter and action. Which is mutual or reciprocal, in the teaching process in the classroom, interactions are used to show an action that contains a conversation, and interact in the teaching and learning process in the classroom. Classroom interaction is an important part of the teaching and learning process. Lasac (2011) said that it is in the classroom that our mindset is set, attitudes will be formed, and process participation

can affect students' confidence in learning. Thus, teachers and students must build interactions well to create a good learning process.

Moreover, Brown (2001:165) stated that the essence of interaction is communication, where communication is all about everything. Communication is usually done for a purpose. Nolasco and Arthur (1987, 5) also cited the purpose of conversation, which is the creation and maintenance of social relations, negotiating the status and role of society, and deciding or carrying out joint actions. In an interaction, classroom situation, students and teachers interact with each other and communicate, gathering for a purpose that is learning. The classroom is a place to establish and build relationships between teachers and students during the learning process. The classroom interaction, as a place for the exchange of thoughts, ideas between two or more people, creates a reciprocal effect between the teacher and students. According to Chaudron (1998: 10), class interactions include class behavior such as taking turns, questions and answers, negotiation, and feedback.

Based on the description above, it can be concluded that class interactions that occur in the learning process involving teachers and students have reciprocity in the teaching and learning process in the classroom. Interaction is used to show an action that includes conversation, interacting in the teaching and learning process in the classroom. Class is a place to establish and foster relationships between teachers and students during the learning process. Because there is class

interaction in the classroom as a place to exchange ideas, ideas between two or more people create a reciprocal effect between teachers and students.

2. The Importance of Classroom Interaction

Interaction is an important aspect of language learning because interaction is very important in learning English. This is related to the need for the ability to communicate in English. The success or failure of learning a language in the classroom usually has something to do with the nature of the interactions that occur during lessons. In English language teaching, interaction is a place that is used as a space for the learning process, such as maintaining a conversation, using language, actions, or teaching and interacting with students who are involved in the learning process. In the process of interacting, effective classroom interactions can be in the form of a pleasant classroom atmosphere in the learning process to make students become effective communicators. According to Lubis (2009), the teaching and learning process using appropriate interactions is a way to create a good atmosphere in the learning process. In communication strategies, teachers can help students to express themselves with various activities that encourage students to be more communicative.

Furthermore, El-Hanafi (2013) classroom interaction can also be in the form of students' interaction. Student interaction is believed to be more

conductive, especially for students to practice the target language. Student interaction can increase student independence and confidence as well as participation in communication since they have peer interaction.

From both references above, the importance of classroom interaction can be seen from how it has helped in finding effective ways of preparing teachers, evaluating teaching, and studying the relationship between teaching and learning. This provides more evidence of the importance of observing further classroom interactions, because all kinds of problems that may be faced by teachers or students that occur in the classroom can be solved through analysis of class interactions.

3. Type of Classroom Interaction

Thurmond (2003) states that interaction is the involvement of students with course content, other students, instructors, and the technology media used in the course. Interaction with students, instructors, and technology results in a reciprocal exchange of information. The information exchange aims to increase knowledge in the learning environment. From the statement above, it can be understood that there are various types of interactions. The following have been classified:

a. Teacher-Learner Interaction

This type of interaction, as Coulthard (1977) states, happens between the teacher and one student or many other students. The teacher takes part in such interactions because of the role of the teacher

in providing knowledge to students. Students can also use their teachers' experience to interact most effectively. In the learning process, between teacher-student interactions, students try to practice speaking and listening skills during the learning process in front of the teacher. Therefore, teachers must know and consider ways to interact, which are very important in learning. According to Harmer (2009), teachers must know about three things that must be known when talking to students. The teacher must pay attention to the type of language that students can understand. The teacher must also think about what they will say to their students. Besides that, the teacher must also identify the way they speak, such as voice, tone, and intonation.

b. Learner-Learner Interaction

The interaction process in learning is an important factor in the learning process in the classroom. Johnson (1995) states that if student interaction is well structured and managed, it can be an important factor in cognitive development, student educational achievement, and social competence. Teachers must know about the types of interactions between students to make interactions in class run smoothly and to make students more active in learning. Paula (2002: 128) states that talking to students about course content is a powerful way for them to reinforce what they have learned.

B. Classroom Interaction Pattern

Classroom interaction patterns can be seen as a specific method of how teachers and students interact during the teaching and learning process by using appropriate interaction patterns. Besides, the learning pattern is a belief that is applied by students about learning and their learning motivation which has characteristics within a certain period of time.

Classroom interaction patterns involve individuals and groups where they usually communicate with each other. In this case, it is called social interaction (Banner in Nisyirina (2007: 22). Therefore, class interaction patterns have a great influence both on facilitating or inhibiting students' language mastery. In the classroom, interaction patterns involve various types of activities, such as pair work (student-student) and group work (student-student). Changing interaction patterns help speed up learning goals and learning productivity. Rashidi & Rafieerad (2010) stated that the patterns of interaction between students change by producing various discourse acts, including IRF patterns in student-teacher speech.

Classroom interaction patterns involve individuals and groups who usually interact with each other. This is what involves an interaction (Banner in Nisyirina (2007: 22). Therefore, interactions in the classroom and interactions in social contexts have similarities. Classroom interaction patterns have a great influence on either facilitating or inhibiting students' language mastery. Rahayu (cited in Ma'ruf: 2011) proposes four classroom interaction

patterns based on reality in the teaching and learning process. The teaching process has several learning processes, including:

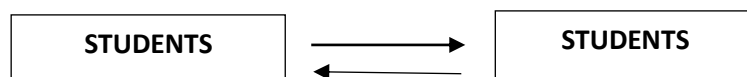
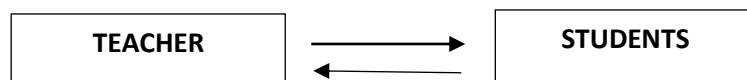
1. The process of transferring knowledge from teachers to students. This process uses a one-way communication pattern or one-way class interaction pattern, which can be seen in the following figure.



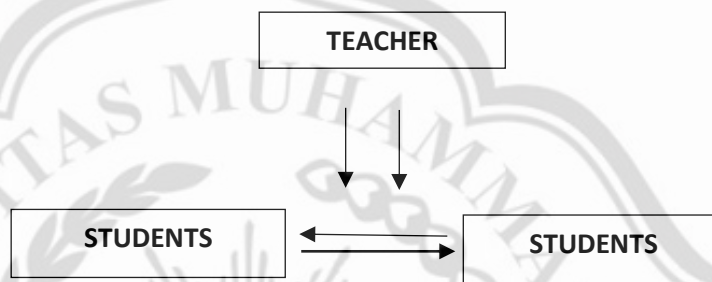
2. The learning process that makes students know how to learn. This process makes the teacher a conduit to convey knowledge and also as a facilitator for students. Students have the opportunity to ask questions with the teacher



3. The process of interaction in the classroom between teachers and students, students and students. This interaction is the reality of activities in the classroom.



4. The process of interaction between teachers and students and vice versa in terms of consultation. This pattern shows that not only the teacher acts as a facilitator in the teaching and learning process but the students also become a facilitator in the teaching and learning process.



Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, producing a reciprocal effect on each other. At the beginning of learning a language, the classroom must have an interactive nature. Suherdi (2009) states that the exchange of class interactions becomes three types of exchange, namely exchange of knowledge, exchange of action, and exchange of skills. So, based on the statements of the experts above, we can conclude that student responses are a major factor in the successful exchange of actions. Besides, teaching skills such as how to speak well also determine the existence of good class interactions.

Based on some of the opinions above, classroom interaction patterns can be seen as a specific method of how teachers and students can be assessed during the teaching and learning process for realizing actions

and goals in learning by using appropriate interaction patterns. In addition, the building process has several learning processes, including the process of transferring knowledge from teachers to students, and the learning process in which students have the opportunity to ask questions of the teacher. The pattern of classroom interaction shows that the teacher not only acts as a facilitator in the teaching and learning process, but students also become facilitators in the teaching and learning process.

C. Online Class

Learning by utilizing technology for learning process activities in Indonesia is increasingly developing with online learning. The existence of online lectures is one form of internet use that can increase the role of students in the learning process. This is a learning method used in various educational institutions. The learning model is commonly used by teaching staff as a medium for delivering knowledge, namely online learning. According to Lashley (2014), the use of technology that is available around us, if it is balanced with discussion and guidance, will become a tool for developing higher-order thinking skills.

Due to the Covid-19 virus in early 2020, the government then issued an appeal to carry out learning activities from home (Fajrian, 2020). With this appeal, the learning process was carried out from home by utilizing internet technology and media. Several higher education institutions that previously conducted face-to-face learning on their respective campuses now have to

adapt to the e-learning learning model or what is commonly known as online/online learning.

The relationship between student attendance in class and the level of satisfaction with participating in learning is an important aspect of higher education institutions (S. Alam & L. Jackson, 2013). A supportive learning environment is one of the things that must be considered by educators so that students can achieve learning success. Online classes or what is commonly called online learning, is a form of internet use that can increase the role of students in the learning process (Saifuddin, 2016).

Online learning or distance education is a learning process that interacts with students in different ways. Teachers must become instructors and plan more seriously about the material and steps of learning. They also have to become a team and play a role in the learning process, because online learning needs more collaboration so that the learning process can run smoothly. According to (Ragan, L.C.: 1998) educational instructors, distance teachers must plan, organize well, and communicate with students in new ways. Besides, (Feenberg: 1998) states that online learning is effective if it is delivered by teachers who are experienced in their subject matter.

In the context of online learning, discussions and traditional homework assignments or simulated exercises. Prince (2004) stated that support for the assertion that active learning can significantly improve the recall of information on student engagement. Active learning strategies have been

shown to not only lead to greater retention of the course material but also increase satisfaction in online courses (Sahin, 2007).

According to A.W Bates and K Wulf (Siahaan, 2002) explain that the benefits of online learning are as follows :

- a. Increase the level of learning interaction between students and lecturers.
- b. Allows for learning interactions from anywhere and at any time.
- c. Reach students in a broad range.
- d. Make it easy for the improvement and deviation of learning material

According to Bullen and Beam (Soekartrawi, 2003), online or e-learning has several shortcomings, namely :

- a. Lack of interaction between teachers and students and even between students and the students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process.
- b. The tendency to ignore academic or social aspects and vice versa encourages the growth of business / commercial aspects.
- c. The learning and teaching process tends towards training rather than education.
- d. The change in the role of teachers from initially mastering conventional learning techniques, is now also required to know learning techniques that use ICT.
- e. Students who do not have high learning motivation tend to fail.

- f. Not all places have internet facilities available.
- g. Lack of personnel who know and have skills about internet questions.
- h. Lack of mastery of computer languages.

D. Micro Teaching Class

The practice of micro teaching has been done worldwide and is considered capable of improving the quality of teaching and learning programs (Anthonia, 2014; Remesh, 2013). As mentioned above, micro teaching is a teacher education program applied in higher education, as a method in which students learn about teaching practices to become teacher candidates and see the quality of their performance. Through micro-teaching in the classroom, can be a benchmark for seeing the strengths and weaknesses of a prospective teacher's teaching skills as well as what is needed to improve the quality of teaching of a prospective teacher. Therefore, teaching is a profession that requires special knowledge and skills. As prospective teachers, to carry out their duties, they must have certain competencies. To obtain these competencies, prospective teachers must be given special training before starting their profession (Sisman & Acat, 2003).

Micro-Teaching refers to a simple form of teaching where prospective teachers are in a limited and controlled environment. According to Saban and Coklar (2013), micro-teaching has training procedures that aim to simplify the complexity of the regular teaching process as an innovation to improve teacher education skills. Along with the development of the era, the teacher is no longer seen as a conveyor of knowledge and skills models, but as a

facilitator in the learning process and in creating a conducive learning environment. Therefore, prospective teachers are expected to provide effective and self-regulating instruction in learning and must be trained in teaching approaches and strategies (Oddens, 2004).

Another opinion was also mentioned by O'Connor (2011), suggesting that the practice of microteaching provides a deeper understanding of the strengths and weaknesses of pre-service teachers besides giving them more opportunities to practice their teaching. Therefore, it can be said that the iterative technique encourages student action, and enables them to gain better interaction and critical thinking in learning. Aرسال (2015) explained that through microteaching and group discussions, and pre-service teachers sharing experiences and collaborating, this strategy may play a role in enhancing their critical thinking.

Sardiman (2005) stated that microteaching is an important activity for every student or prospective teacher to meet the demands of a professional teacher candidate in the field of teacher training. Microteaching learning has an important role in the development of the skills of prospective teachers. Therefore, microteaching teaching can be useful for training to develop skills in learning and professionalism to become a prospective teacher.

Thus, micro-teaching is a skill that can be trained for prospective teachers as a place to practice their teaching skills. It takes persistence to know about the strengths and weaknesses of each individual. In the performance of

students, the role of positive teacher activities in the classroom is important (Gokce, 2003). As a teacher, they need to be trained to be able to apply their knowledge and lead activities in class effectively. Teacher competencies develop not only based on theoretical education during teacher education but through practical applications (YOK, 1998; Nielsen, 2004).

Based on some of the opinions above, it can be concluded that micro teaching in the classroom can be a benchmark for seeing the advantages and disadvantages of teaching and can improve the quality of prospective teachers. In the learning process, micro learning also has an important role in developing the skills of prospective teachers. Therefore, the development of microteaching can be useful for developing skills in learning and professionalism to become a prospective teacher.

E. Relevant Previous Study

In this paper, the writer took the review from another paper that is related to my research. The review related to this research is entitled "The Classroom Interaction In The English Teaching Learning Process Of The Eight Graders At Mts Negeri 8 Muaro Jambi", Year 2019. This was researched by Nurul Hikmah, Bachelor of English Education, Faculty of The State Islamic University, Sulthan Thaha Saifuddin Jambi. The purpose of this study was to determine the types of interactions and types of speech of the teacher and students during the learning process of English. This includes finding appropriate learning process interactions between teachers and

students in the learning process. Besides that, it can be added to collect more data or information, especially about the interaction process that occurs in the learning process. Data was collected from teachers who teach English to eighth-graders in B and junior high school students in grade eight. Additional data on the types of teacher-student interactions was taken from observations, documents, and interviews. Because this study explores the interaction between teachers and students in the learning process based on the interactions that occur during learning between teachers and students, a qualitative approach is considered an appropriate research design. The results of this study are presented descriptively to determine the process of classroom interaction between teachers and students, and the function of these studies for this research to find out how classroom interactions occur in class during the learning process.

The second source that the writer took was from a journal entitled "Classroom Interaction Patterns in EFL Classroom At Jakarta Intensive Learning Centre (Jilc)", Year 2018. This was researched by Fibri Indira Lisanty AD, who is a lecturer at the IAIN Palopo Cokroaminoto Palopo University Makasar Indonesia English Education study program. The research was conducted on class VII teachers and junior high school students. The purpose of this study was to reveal what patterns of interaction, exchange interactions, and the impact of interactions in EFL classrooms are. This study uses a qualitative approach, with data collection in this study carried out through note-taking, observation, and interviews. The results of this study

indicate that the use of student-teacher patterns is the dominant pattern applied by the teacher. The exchange of knowledge is the dominant exchange applied by the teacher in the classroom. It depends on the material that the teacher transfers to the students. This study shows the positive impact of the interactions that teachers have in EFL classes, and the function of these studies for this research is to find out the patterns of class interaction that are applied in the classroom when learning takes place.

From both references above, the researcher can conclude that knowing the pattern of classroom interactions is important. Because knowing the teacher-student interaction patterns used in learning can determine the success of the course of the learning process in the classroom. Likewise, the researcher will find out the pattern of class interaction on the learning process in online microteaching class.