

## **The Role of Classroom Interaction in English Teaching and Learning Process**

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### **Abstract**

English instruction has been significantly impacted by the effects of globalization, and as an international language, English ought to be understood by all. How well teachers communicate and engage with their students are key factors in their effectiveness as educators. Classroom interaction is essential in classroom activities that employ a communicative approach or classroom interaction. Ensuring classroom discussions is a key factor in enhancing the effectiveness of instruction. This research focuses on exploring the significance of interaction within the classroom setting for English teaching and learning. The objective is to identify various activities that promote interaction among learners. This study adopts a library research approach, where data exclusively sourced from books and academic journal articles contributes to the understanding of the study's topic. Following the collection of relevant sources, the researcher documented all pertinent findings derived from the selected materials and the extent to which classroom events are co-constructed by the teacher and students will determine the significance of those events for students. Classroom interaction can have a number of benefits, such as helping students build their language store, improving their communication skills, boosting their confidence, and fortifying their relationships with others. Following seven types of activities that engage learners in interaction, namely: question-and-answer sessions, dialogues and role-plays, matching activities, communication strategies, visual aids such as pictures, puzzles and problems, discussions and decision-making exercises, and the write-pair-switch technique, along with cooperative learning methods. The findings of this research will encourage students to participate more actively in English interactions with their peers.

**Keywords:** Classroom Interaction, English Teaching, Learning Process

### **Introduction**

The effects of globalization have had a significant impact on English instruction, and English should be understood by everybody as an international language. The communication styles of teachers and the interactions they have with students play a major role in how well they teach. In classroom activities employing a communicative approach or interaction-based methods, it is essential to have engagement both among the students and between the teacher and students themselves. It will guarantee active discussions within the classroom, fostering effective teaching and learning. The effectiveness of instruction is heightened through interaction, both between the teacher and students and among the students themselves.

Interaction involves the cooperative sharing of thoughts, emotions, or concepts among two or more individuals, leading to a mutual impact on each participant. The significance of interaction is underscored by theories of communicative competence. (Elismawati, 2016, p. 26) "Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of

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interaction. Classroom interaction is collaborative exchange of thought, feeling, or among two or more individuals, leading to a mutual influence on each other. In other words, the actions carried out by both the teacher and students during instruction are interconnected (Elismawati, 2016, p. 26). It can be inferred that classroom interaction is the lively interchange of ideas, information, and communication occurring in either a traditional or virtual classroom environment. This term encompasses the various ways instructors, students, and sometimes peers engage with each other during the learning process.

Both verbal and nonverbal exchanges are essential for classroom interaction. He contends that the communication act's verbal and nonverbal interactions are complimentary. Any non-linguistic or extra-linguistic behavior that adds to the meaning of a communication is considered non-verbal interaction. These consist of gestures, body language, eye contact, and facial expressions. However, words are distinct entities in linguistic engagement. Language tutoring classrooms that offer EFL education are perceived as sociolinguistic settings and communities of discourse in which interaction occurs crucial to the development of a learner's foreign language skills. (Jasim, 2020, p. 1085) There exist seven categories of classroom interaction based on Mingzhi (2005) as cited in Jiwandono & Rukmini (2015, p. 5) including:

1. When the teacher addresses the entire class, it signifies the teacher taking charge, providing students with information or materials, and engaging in activities like reading aloud.
2. The teacher communicates on an individual basis with students, while the rest of the students serve as listeners.
3. When the teacher addresses a group of students, it involves active participation in the students' group work, providing suggestions for the collaborative tasks.
4. When students speak to the teacher, it indicates their initiation to communicate when they encounter difficulties understanding the information.
5. Student-to-student communication refers to interactions within activities that involve pairs of students collaborating.
6. Student speaking to group members involves interactions within the context of group work.
7. Student speaking to the entire class denotes activities where students take the forefront in leading the class

Teaching language involves more than just imparting knowledge; it also involves helping students understand ways to utilize the target language appropriately in the contemporary, competitive world, individuals are required to engage either proactively or reactively. Furthermore, because of the communication and interaction are very important in our life, and it is not only in the classroom but also we need in everywhere. Therefore, the present study examined previous literature concerning classroom interaction in English classes to investigate the role of classroom interaction in English teaching and learning process and to find out types of activities which involve learners' interaction.

## Methods

This research investigation was conducted in a library study. A library research known as research study that makes use of any kind of primary data found in libraries, including books, dictionaries, encyclopedias, journals, records, and even periodicals (Harahap, 2014, p. 68). However, the author of this study only gathered data for it from books and articles that were published in scholarly publications and contained information relevant to the study's topic. Following the gathering of sources, data analysis was done and all conclusions from the chosen sources were either written down or noted by the author.

The writer reexamined the connections among all of the raw data that had been gathered using the above-described methodology in order to analyze the data. In order to identify connections or relationships between the sources and assess the advantages and disadvantages of each, the author examined these findings. Analyzing data for a qualitative research study involves three stages: data reduction, data display, and drawing conclusions. During data reduction, the researcher streamlined, selected, and categorized the data. In the data display phase, the condensed data were presented to determine the most suitable approach for drawing research conclusions. Consequently, the writer concluded the final stage of the data sourcing research process, which is the formulation of conclusion which the author draws conclusions from the data (Sugiyono, 2013, p. 246–252). To ensure accurate conclusions, all three steps were also performed several times.

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## Result and Discussion

The data analysis findings that were outlined in the preceding section are covered in this section. This research aimed to determine the value of student interaction in the English classroom as well as the kinds of activities that incorporate student interaction. Three books and two articles provided the information.

The function of interaction in the process of teaching and learning. Interaction is said to be crucial for the following reasons: (a) only through interaction can students analyze and break down the structures of the target language and understand events that occur in the classroom (b) interaction enables students to employ the structure of the target language reflected in their own verbal expression; and (c) the degree to which classroom events are co-constructed by the teacher and students will determine the significance of those events for students, regardless of whether they are deemed interactive or not. Chaudron (1998: 10). During classroom interaction, various advantages can be obtained, including:

1. Enhancing students' language proficiency
2. Improving one's ability to communicate
3. Boosting self-assurance
4. Reinforce interpersonal ties

As a result, classroom interaction is crucial for the growth of students' social and language abilities. And classroom interactions are crucial to teaching and helping students improve their language abilities. Students receive feedback to help them improve their language skills through interactions with their teacher and peers. (Jiwandono & Rukmini, 2015, p. 4)

The subsequent seven activity types encompassing learner interaction are outlined below.

### 1. Questions and answers

Based on the concept of creating a gap in information, these exercises allow students to select a private, concealed selection from a roster of options linguistic things that all fall into a predetermined structure (such as the positioning of a person or object). The objective is for students to learn what the hidden preference of their peers. (Nunan, 1989, p. 68).

### 2. Dialogues and role-plays

These role-plays can be entirely spontaneous. In case students are provided with the opportunity to choose what to say and there is a clear purpose for their dialogue, they may engage more willingly and acquire a deeper understanding compared to simply repeating a given dialogue in pairs (Nunan, 1989, p. 68). Role-plays, also known as role-playing, entail classroom activities resembling drama, where students assume different roles in a given situation and act out scenarios typical of that context. (Richards et al, 1992: 318). The role-play can manifest in various ways, but essentially, it involves improvisation. While role-plays can manifest in various formats, the core element is improvisation. As per Robinson (1981: 385), participants create their own characteristics, conversations, actions, scenarios, frameworks, topics, and communications. This can be arranged individually or in groups, either on short notice or over an extended period. However, there is no fixed script to memorize, and the inspiration improvisation can be inspired by a written text, with specific phrases possibly committed to memory. Through role-playing, students have the chance to explore novel ideas and learn from their mistakes.

### 3. Matching Activities

The student's job is to identify matching objects and finish sets or pairs.

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#### 4. Communication Strategies

These are exercises meant to motivate students to use communication techniques like summarizing, creating new words or borrowing existing ones, making gestures, getting feedback, and simplifying.

#### 5. Pictures

Pictures can be used to drive a variety of communication activities, such as spot-the-difference, test-memorization, and story-telling picture sequencing.

#### 6. Puzzles and Problems

There are a wide variety of puzzles and problems. These prompt students to “evaluate their logical reasoning abilities, employ their imagination, formulate hypotheses, and rely on their overall knowledge and personal experience”.

#### 7. Discussions and decisions.

This exercise is designed to help students gather, organize, and discuss information in order to come to a decision through discussion, such as choosing how to pack lists for trips. Discussions are held because they encourage students to voice their opinions in front of the class and give them the confidence to do so while drawing on their own knowledge. Nunan (1989), pages 68-69.

#### 8. Write-pair-switch

"Write-Pair-Switch," "Heads together," and "Traveling Heads Together" are the three fundamental classroom techniques that make use of the fundamental four-person group pattern (Kagan, 1994:95). In the first technique, "Write-pair-switch," each student acts independently at his desk to start the classroom activity. In order to implement this method, the instructor typically requests that the student write down the answers to a few initial questions. In the second activity, "pair," every student reveals the answers with his or her "shoulder partner," who is the person seated next to them. During the final stage, known as "switch," students take on new roles and engage in dialogue with peers who are seated behind or across from them. In this step, the students use their expressions to summarize what they have learned from one another, as students assess responses from their assignments. (Jasim, 2020, p. 1091).

#### 9. Cooperative learning techniques

Cooperative learning strategies enable English as a Foreign Language (EFL) students to actively participate in language classes and collaborate to accomplish learning goals that are unattainable through solitary study. Students can maximize their varied understanding of the world through classroom activities, which aids in the development of more precise personal traits, more effective group dynamics, and a deeper comprehension of sponsorship within the school community. Students feel less alone as learners when classroom fosters a more productive "classroom culture" where collaboration toward a common goal is crucial to their linguistic and sensitive development as accepted members of a social learning community. (Jasim, 2020, p.1090).

### Conclusion

Following a thorough analysis of the data sources, the writer is able to draw the conclusion that classroom interaction is crucial for students to begin forming bonds and trust with one another. This will support the future development of a solid bond even more. Offering teachers suggestions for different activities, such as group projects, hands-on learning, etc., is another method to get to know them and build relationships. The role that interaction plays in the teaching-learning process. Interaction is considered essential for the following reasons: students can only break down structures of the language being studied and comprehend occurrences within the classroom through interaction,

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and it allows them to use the linguistic framework of the target language present in their verbal expression and the degree to which classroom events are co-constructed by the teacher and students will determine the significance of those events for students, regardless of whether they are deemed interactive or not. The classroom interaction can yield various advantages, including: Increasing language store in students, enhancing one's communication skills, increasing confidence, strengthen connections with others.

The subsequent seven activity types which involve learners' interaction. They are as follows:

- Questions and answers, dialogues and role-plays, matching activities, communication strategies, pictures, puzzles and problems, discussions and decisions, write-pair-switch, cooperative learning techniques. The results of this study will help students to engage more actively in English during their interactions with fellow students. The students' proficiency with the language will increase as a result of optimizing its use. Their motivation to participate fully in all teaching and learning activities will consequently increase.

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