
Exploring Students and Teachers in English Classroom Interaction after Covid-19 Pandemic at Senior High School

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Abstract

To ensure that the students understand the lesson they are learning, the teacher must prod them and give them directions during the learning process. Classroom interaction is the distance between the teacher and the students. On the other hand, when things start to change again after the pandemic, various problems start to appear. Because they are used to learning electronically, some teachers are concerned that their students would not interact in the classroom as expected for learning. As a result, the researcher is curious to investigate classroom interaction following the covid epidemic. The purpose of this study is to investigate how students and teachers interacted in English classes following the covid epidemic. The researcher then used a descriptive research strategy to achieve the investigation's goal. This study is being done in Pesisir Selatan Regency, specifically for senior high school students who have experienced a pandemic in the past and who have also seen how classroom interaction has changed both during and after a pandemic. As a result, the researcher used purposive sampling to select the individuals. Following that, 30 students from Pesisir Selatan regency's senior high school made up the overall participant count utilizing the sampling technique. The data was gathered by the researcher using a questionnaire. There are three different sorts of classroom interaction, according to the questionnaire the researcher provided the participants that was based on the Abarca hypothesis. Following that, the data was examined using the mean of participant responses to get the descriptive statistics, which the researcher then displayed in the chart. Students identified as being between the ages of 10 and 15 made up the biggest percentage (46%). After the covid epidemic, student-centered interactions predominated in the classroom. Students who responded to surveys and gave their explanations for why they were more engaged in classroom interaction after the epidemic revealed that they had little interest in online interaction before the pandemic.

Keywords: Classroom Interaction, Covid-19 Pandemic

Introduction

In achieving the learning objective, the teacher prepares lesson preparation such as clear material and interactive media before entering the classroom. Also, during the learning process, the teacher has to provoke and give some instructions to the students so that the students are able to get the lesson that they are learning. The gap between teacher and students itself is called classroom interaction. The interaction between students and teacher aims to reach the target of the lesson. When the teacher actively asks students to do some instruction and students also participate to do the task, it means that the communication during the learning process happened greatly. The effect of the good communication and interaction between teacher and students could help the goal of the learning process. Additionally, the knowledge or the information is delivered clearly to the students. In the definition by Brown (2007) interaction is the cooperative expression of thoughts, emotions, or ideas between two or more people that has a reciprocal impact on both parties. He also added that the foundation of second language acquisition

is interaction, where learners are involved in developing their own communicative skills as well as socially creating their identities through cooperation and bargaining.

Therefore, for the teaching and learning process to be successful, classroom engagement is crucial. The term "classroom interaction analysis" refers to a method that involves systematic and unbiased monitoring of classroom activities. Learning English frequently fails due to poor teacher-student interaction (Lestari, 2021). However, the Covid pandemic affect many aspects of classroom interaction. Every school in the whole world including Indonesia is forced to move the usual classroom interaction (offline interaction) become online interaction using technological devices. As part of the government's suggestion and order to stop and lessen the spread of the Covid-19 virus, learning activities were to be completed at home. Circular Letter No. 3 of 2020, dated March 9, 2020, and including 14 directions, was released by the Ministry of Education and Culture (Kemendikbud). One of the regulations adopted called for professors and students to undertake the teaching and learning process online from the comfort of their homes. Almost two years, the interaction between teacher and students occur virtually. After the two years, finally the spread of Corona virus decrease and some regency and province in Indonesia is allowed to do learning processes at school or offline interaction.

In contrast, some issues arise during the changing again after the pandemic. Some teachers are afraid that students could not interact in the classroom as the learning expectation because their habitual by doing learning virtually. As the result, the researcher is interested to explore about classroom interaction after covid pandemic.

Classroom Interaction

Since interaction is the core of communication, they must regularly interact using the target language in order to gain expertise in English communication. Interaction happens whenever and whenever people are speaking to one another, acting upon one another, and receiving reactions from one another, especially in a classroom context. Then, classroom interaction is the process of communication between two or more people that takes place in a classroom and causes them to react to one another. Classroom interaction, according to Dagarin (2004, p. 130), is when a teacher and students interact with each other while they are in a classroom setting. This means that both the teacher and the students must participate in class interactions. Additionally, he claims that communication in the classroom is a "two-way process between the participants in the language process, where the instructor influences the learners and vice versa." Additionally, discussion in the classroom is classified as pedagogic discussion, which refers to discussion throughout the teaching and learning process.

Then, sending, receiving, interpreting, and negotiating messages are all aspects of interaction in communication (Green & Joo, 2007). According to Brown (2007), "interaction is the cooperative interchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other" (p.165). Rivers as cited in Brown (2000, p. 65), children can improve their language skills through classroom interaction since they are exposed to the teacher's explanations, authentic materials, group discussions, etc. They also get opportunities to practice the language they already know. In conclusion, Finally, it may be said that the classroom is the most crucial setting for foreign language learners to use and practice their target language. The design of the classroom is intended to provide students with the best possible environment in which to study English and use it for authentic communication. The strategy results from classroom interaction, according to Allwright, Allwright, & Bailey (1991) (input, practice opportunities, and receptivity). It is clear that interaction is crucial to the teaching and learning process. The teaching and learning process depends heavily on classroom interaction.

Types of Classroom Interaction

If teachers and students talk to each other, classroom interaction will happen. Depending on the predominant types of interaction, the interactions that take place in the classroom will be explained. Teacher-dominated, teacher-centered, and student-centered interactions are the three main forms of

classroom interactions, according to Fernández Abarca(2011). In a classroom environment where the teacher predominates, the teacher speaks for a considerable amount of time and the pupils are given little opportunity to speak up. When a classroom is teacher-centered, the teacher decides who will and won't participate in discussions. The teacher serves as a facilitator in a student-centered classroom, where the pupils are more engaged in the conversation.

Methods

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Results and Discussion

After collecting and analyzing the data, the researcher found that from 15 statements, the highest average of the respondent was statement 12. They were agreeing that they are more interested in offline classroom interaction after pandemic while in the online interaction during pandemic. The trends for the statement average could be seen in the chart below.

In addition, based on the chart above, the lowest average was in the statement 5 which was stated about teachers were rarely provoke their students to participate actively in offline classroom interaction after pandemic. It means that teachers were not trying to do their role which were to guide and support students' participation in the classroom. Then, based on the theory by (Fernández Abarca, 2011) which was explained three types of classroom interaction: teachers-dominated, teachers-centered, and students-centered. The researcher found that the data for the three types of classroom interaction by analyzing the statements into these three types. Therefore, the final data of the types of classroom interaction after pandemic could be seen in the pie chart below.

Based on the pie char above, it could be seen that for the statement 1 until 5 describing the teacher dominated types. Then, the percentage of teacher dominated was 29%. Additionally, teacher centered was described on the statement 6 until 9 with the percentage of 25%. It means that teacher centered was lower than teacher dominated. Then, the highest percentage was students centered described on the statement 10 until 15 with 46%. In conclusion, the types of classroom interaction after covid pandemic was dominant with students-centered. The factor could be found that the respondents by students explained, they were more active in classroom interaction after pandemic because they were not interest in the online interaction during pandemic.

The result of the data findings took in line with the previous research about classroom interaction such as Hanum (2009). In her studies, he found that students participate more actively in the learning process when there is classroom interaction. The study's findings support the idea that classroom interaction is crucial to the teaching and learning process. However, some previous studies also found that the teacher dominated types also in classroom interaction. Then, the data findings showed that the dominated of teacher in the classroom also affected students' participation. The study by Putri (2014) showed that according to the findings of this study, instructor talk made up 66.15 percent of student conversation at VIIC, while student discourse made up 33.10 percent. In addition, teacher discussion (70.39%) and student talk (28.41%) were also high for instructor B. It demonstrated that during the observation, instructor speaking predominated all other classroom interactions. Additionally, during the observation, the content cross was the most defining qualities for teachers A and B. The traits demonstrated a relationship between the instructor's indirect and direct communication, demonstrating

that the teacher spent more time talking during the teaching and learning process by lecturing and posing questions. The researcher deduced from the findings that the students weren't participating in class discussions enough.

Also, the data findings in this research found that the three types of classroom interaction raised in the classroom especially in the situation after pandemic. It was the theory by (Fernández Abarca, 2011). He stated that There are three main patterns of classroom interaction: student-centered, teacher-centered, and teacher-dominated. When a classroom is teacher-dominated, the teacher speaks for a long time and the pupils are given little opportunity to participate in conversation. In a teacher-centered environment, the teacher directs the student's participation in group activities. In contrast, in a student-centered classroom, the teacher serves as a facilitator and the students participate more actively in class discussions.

Conclusion

The research aims to explore how students and teacher interact each other in the English classroom interaction after the tragic covid pandemic. The changing during pandemic become after pandemic with the offline classroom interaction affect for the students especially. This researcher was conducted by using descriptive research design with purposive sampling and the total participants were 30 senior high school students at pesisir selatan regency. The data found that the most active interaction in the classroom after pandemic was students. The type of classroom interaction was student- centered where students interact with their friends and also the teacher actively.

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