The Interaction between Teacher and Young Learners at Bilingual Classroom

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Abstract

English classroom interaction is a crucial aspect in learning and improving students' skill. An English teacher communicates actively with the students by using English during the lesson in order to enhance their English skill. This research aims to find out kind of teacher-student communication patterns the 4th grade students of Elementary School at Fatih Bilingual School, one way or two ways communication pattern which is more dominant. The participants of this research were 20 students and an English teacher at 4th grade at Fatih Bilingual School. The data collected were qualitative in nature. The qualitative data were obtained by doing observation, and recording the video to the students and the teacher. The result of this research showed that the percentage of circular interaction is 76% of the total interaction and one way interaction is 24%. Thus, the kind of interaction between the teacher and the students is two way communications (circular) more dominant than one way communication (linear).

Keywords: Teaching and Learning English, Speaking

I. INTRODUCTION

Language is used to communicate to other people like sharing thought, feeling and ideas. Gordon (2007, p.78) said "a language is a primary means to create interaction between the teacher and the students. It is not only the target of instruction but also the tool that helps the teacher and the students develop an emotional bond".

In brief, the language used in the teaching and learning process will facilitate communicative interaction between the teachers and the students. However, not all students can use the same language well, especially the students who learn English as a foreign language. For example, in an English classroom, it is always found that some students usually avoid speaking in English with the teacher or friends because
they worry to make mistakes or they do not respond the teacher who asks a question in English. Of course, the situation will not create a good classroom interaction.

Most people know that learning anything involves an interaction. An interaction is a kind of action that occurs as two or more objects which have an effect each other. A good interaction between the teacher and the students in the teaching and learning process does not only improve students’ knowledge but also makes the class become more interactive and active. As stated by Yu (2008, p.49), interaction facilitates not only language development but also learners’ development. In the classroom interaction, both the teachers and the students can create the learning opportunities which motivate the students’ interest and potential to communicate with others. Then, Mackey (1999) cited in Suryati (2015, p.248) mentioned that it is important for a teacher to create interactive learning activity where students can communicate with each other to generate meaning in the target language through turn-taking, feedback, and negotiation. Swain (2000) cited in Yu (2008, p.48) in his journal entitled "Interaction in EFL classes" mentioned three components of classroom interaction namely collaborative dialogue, negotiation, and co-construction. The explanation for those components is as follow:

Swain (2000) cited in Yu (2008, p.48) said that collaborative dialogue is the building dialogue, in which language use and language learning can co-occur or it may be realized in the format of an everyday conversation. Classroom interaction should take the role as collaborative dialogues do for its significance in communicative language teaching. According to Yu (2008, p.48), collaborative dialogue happens effectively between the learner and the learner or the learner and the teacher. While the term of negotiation plays significant role in classroom interaction.

Allwright (1984) cited in Yu (2008, p.49) stated that negotiation should be person-to-person communication since the conditions would be satisfactory. The learners who negotiated the input achieved higher vocabulary acquisition scores in the immediate posttest, and what is more important, they maintained this advantage over time. There are mainly two negotiated forms in classroom interaction: face-to-face peer negotiation and corrective feedback negotiation provided by the instructor. Some researchers may present three forms of negotiation includes self-negotiation. In this paper, self-negotiation is considered as a type of self-regulation or construction since it requires the close cooperation between the learners and the learners, the learners and the teachers. Finally, co-construction can be the involvement of learners’ action, activity, skill, ideology, emotion or other cultural etc in the learning activity (Young (1998) in Yu (2008, p.49)).

From the explanation above, it can be concluded that the classroom interaction in the classroom is not only the activity or skill performed in the class but it is also a potential to communicate each other. Charles & Ronald (1971, p.5) stated that the teacher need to communicate with the students because communication is a central part of learning process. Furthermore, Charles & Ronald (1971, p.5) stated that there are two kinds of communication namely one way and two way communication. One way communication indicates a flow information, theories, facts from one person to another but there is no opportunity for the listener to respond or react directly. The two way communication indicates flow
information, theories, fact among two or more person where the sender of message has much greater opportunity to get responses or reaction from his listener.

Based on the writer’s observation conducted on December 20th, 2015 at the 4th grade classroom of elementary school at Fatih Bilingual School, it was found that an English teacher who taught English for 20 students in the classroom emphasized that students used English in communication activity in class. During the teaching and learning process, they used English to communicate each other. For the students who used another language would be given a consequence. For example, when the teacher asked a question in English, the students had to answer in English. If they used Indonesian or Acehnese, their scores would be decreased. As explained by the English teacher, even though the students usually speak in another language at home or in daily life, but in the classroom they must use English to communicate with their teachers or friends.

Dealing with the interaction between the teachers and the students in the classroom in using English, it could be observed that some students participated to speak with the teacher in English while others seemed constantly worried to speak and tend to be passive. In other words, it can be said that there were less interaction between the teacher and the students in communicative activity during the learning process in using English because most students did not want to be actively responding to the teacher’s question, explanation, or opinion. It seems that the communication happened in the class was more dominant in a one way communication pattern where the teacher transfer information or theories but she had little response from the students.

The previous research was conducted by Huraerah in 2013 entitled “The Analysis of Verbal Interaction between Teacher and Students in the Classroom”. The subjects of the research were the English teacher and 40 students of senior high school in Bandung. The research result indicated that the teacher was more dominant than the students in asking questions, giving directions, and accepting ideas, etc.

Second, Perera (2001) conducted a research about “The Role of Classroom Interaction in Second Language Acquisition in Sri Lanka”. This study examined four schools selected from diverse socio cultural background. The findings of this study indicate that the interactions observed in the classroom were the outcomes of a complex relationship between a heterogeneous group of the students, their teachers who differed in terms of their experiences and preparation for teaching English and the learning material.

Lastly, Nurmasitah (2010) conducted a study entitled “A Study of Classroom Interaction Characteristics in A Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang”. The subject of the study was 30 students and one teacher at year ten of immersion class at SMAN 2 Semarang. The results of the analysis showed that the most dominant characteristic in immersion classroom interaction was the content cross. It reflected that most of the teaching-learning time was devoted to questions and lectures by the teacher. The teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time. It showed that the students were active enough in the classroom interaction. The interaction in this immersion classroom was in three-way communication; there were interaction between teacher-students, students-teacher, and students-students.
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Therefore, the writer is interested to conduct a research about the interaction between the teacher and the students in using English during the teaching and learning process of the 4th grade students to find out which kind of communication patterns, one way or two ways communication more dominant happen between the teacher and students in speaking class. Hence, this research entitled “The Interaction between Teacher and Young Learners in a Bilingual Classroom (A Study at Elementary School in Fatih Bilingual School)”.

2. LITERATURE REVIEW
2.1 Classroom Interaction
2.1.1 Definition of Classroom Interaction
Interaction is an action done by two or more person in order to do something. In school, interaction is an important aspect in classroom in order to lead teaching and learning activity. Wagner (1994) in Khadija (2010, p.9) stated that interaction is the activity that requires at least two objects and actions. Interaction occurs when these objects and activity naturally influence each other. Khadija (2010, p.23) stated that interaction involves learners in face-to-face or teacher-learners encounters in the classroom. Radford (2010, p.111) said that "interaction appears as a tool of a pedagogical instrument that helps the teacher to create the conditions for learning to occur". While, Robinson (2005, p.14) stated that through interaction, the students and adults engage in dialogue that allows the exploration of previously unknown paths of knowledge. This means that the heart of teaching and learning lies in the classroom interaction.

2.1.2 The Importance of Classroom Interaction
The classroom interaction becomes one of important aspects in the teaching and learning of a school because it has some contributions that are stated as follows: Hall and Verplaetse (2000, p.163) stated that through classroom interaction, the students can develop their social needs, communication, and academic. Besides, the students have opportunity to share their knowledge each other, etc. In addition, Dewey (1998, p.32) stated that the classroom interaction promotes the construction of fresh continuities between the school and its goals. According to Mammimo cited by Chiu, et.al. (2013, p.36), classroom interaction is important because it can play fundamental role of effort to overcome the contextual disadvantages and enable the students to attain adequate knowledge and master the content. By their nature, the classroom interaction engages the students' participation. In addition, Allwright and Breen (1988) quoted by Nurmasitah (2010, p.31) stated that interaction is important because the learner can derive meaning from classroom activity. Besides, interaction gives learners the opportunities to state their own speech (the scaffolding principles).

2.2 Types of Classroom Interaction
2.2.1 Student-student Interaction
Student-student interaction means the interaction between a student and other student. The interaction usually occurs while the student does a task in group, communicate each other to share opinion, ideas, etc. Harry (2001, p.22) explained that the student-student interaction is the interaction between one learner and other learner, alone or in a group setting without the real time presence of the teacher. Moore (1989) in Gonzales (2016, p.70) stated that student-student interaction refers to exchange of information, ideas with or without the presence of
the teacher. Then, Badrul (2001, p.181) stated that student-student interaction is a situation in which students work together to master new skill or knowledge. Johnson (1995) supported that if learner-learner interaction is well structured and managed, it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learner's capacities through collaborative works.

### 2.2.2 Teacher-Student Interaction

Teacher-student interaction is the interaction between the teacher and the students. For example, when the teacher gives the student a teaching material, ask a question, or give a task, the student response to the teacher.

Badrul (2001, p.181) stated that teacher-student interaction is a situation in which the students and the teacher engage in communication. Feedback on assignment, questioning and answering, providing motivation are example of teacher-student interaction. Moore (1989) in Gonzales (2016, p.70) stated that the teacher-student interaction refers to the teachers' role in encouraging the students to master a content. Harry (2001, p.20) stated that the teacher-student interaction is the interaction between the students and the teacher who prepared the subject material. Wood’s (1988) cited by Rivera (2009, p.58) stated that kinds of teacher-student interaction is a teaching concept or pedagogical conversation that assists performance.

### 2.2.3 Student-Content Interaction

The student-content interaction is the students activity with the learning material given by the teacher. Harry (2001,p.20) stated that student-content interaction refers to the interaction between the student and the subject of study. Without the student-content interaction, there cannot be education because it is the process of intellectually interacting with content that results in changes in the learner's understanding.

Robert (2015, p.267) mentioned that student-content interaction occurs when the students engage in active reading and writing. The students identify text that is important for recall, analysis, clarification, and other reasons. Moreover, Badrul (2001, p. 181) stated that student-content interaction is situation in which student is involved with course material. Reading text, solving problem, and reviewing a video are examples of student-content interaction.

### 2.3 One Way and Two Way Communication

Ellis (1990) cited by Suryati (2015, p.2) stated that interaction is all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom. In addition, Brown (2001) quoted by Shafira (2015, p.2) defined that classroom interaction is the communication between the teacher and the learners in the classroom. He further explained that interaction is the heart of communicative competence, it is what communication is all about.

Charles & Ronald (2000, p.5) stated that there are two communication pattern namely one way communication and two way communication.

#### 2.4.1 Characteristics of One Way Communication

Harris and Nelson (2008, p.91) explained "one way communication is essentially top-down "I talk and you listen". West and Lynn (2009, p.12) said that the
characteristic of one way communication is a process to transmit a message from a sender to a receiver that can be in written or spoken. Furthermore, Fielding (2006, p.502) stated that in one way communication, the speaker prepares and sends a message without receiving involvement from the listener. Charles & Ronald (2000, p.5) stated that the important characteristic of one way communication is that the listener has no opportunity to respond or to react immediately or directly to the speaker.

Hence, based on the above explanation it can be concluded that one way communication is a process to give information, idea, or message without receiving a respond from the listener.

2.4.2 Characteristics of Two Way Communication

Butterick (2011, p.28) stated that in term of communication model, the circular is also called as two ways communication in which the speaker and the listener involved in communication activity. Charles & Ronald (2000, p.6) stated that the important characteristic of two ways communication is that the speaker who sends a message getting respond immediately or directly from the listener. Fielding (2006, p.502) stated that in two ways communication, both the speaker and the listener are involves in creating a message. In other word the speaker receives a responds from the listener. Nelson (2008, p.91) explained that two ways communication is in question activity, discussion, and interaction.

In brief, it can be concluded that two ways communication is a process to give information, idea or message, then the listener gives a responds. In other words, there is a communication activity between the speaker and then listener.

2.4.3 The Differences of One Way and Two Ways Communication

Charles & Ronald (2000, p.6) described the differences of one way and two ways communication as follows:

1. One way communication is more efficient than two ways communication. It permits the transmissions of more information in a shorter period of time than two ways communication.

2. One way communication is less accurate than two ways communication. Although one way communication is efficient in permitting the communicator to send more information, the listeners' understanding of the information sent under the own way communication is less complete than under the two ways communication.

3. One way communication does not permit the development of common language between the communicator and listener. While, under the two way communication, the listener can participate in a development of a common language by suggesting terminology, concept, and ideas.

3. METHODS

The study involved 20 students in class IV of SD Fatih Bilingual School Banda Aceh. The method that was employed in the study was qualitative method. Data of this study were generated from recorded videos and observation of Class IV at Fatih Bilingual School as a foreign language classroom. The data were collected by the writer conducted observation activity in which the writer directly observed the teaching and learning process in class IV. During the teaching and learning process the writer gave a checklist for each item on the observational sheet if the
observation indicator did by the teacher and the students. There were 14 features on the observational sheet. In order to get the research data, the writer directly observed the classroom activity by using observational sheets.

4. FINDING AND DISCUSSION

Based on the analysis result, the researcher found that there were 13 features which applied circular interaction and 4 features for linear interaction. The highest percentage was 76% for two ways communication. The presented data reveals that two ways communication (linear) is more dominant than one way communication (circular). The following chart presents the percentage of interaction in English classroom that indicates what the preference interaction between the teacher and the students related to 20 students of Class IV in Fatih Bilingual School.

![Percentage of Interaction In The Classroom](image)

Figure 4.2 Percentage of Interaction in The Classroom

From the chart and table above, it is obviously seen that the more dominant interaction in Class IV is two ways communication (circular), which is identifying the teacher and the students often interact in the classroom. It is because the percentage of circular interaction is the highest percentage of 76% of the total interaction. It means that this class is comfortable to the students and the teacher to giving their opinion freely. It is important for improving English skill of students.

4.1 Discussion

From the following explanation, it shows that two ways communication (circular) is more dominant than one way communication (linear). There were 13 features which applied circular interaction and 4 features for linear interaction. The highest percentage was 76% for two ways communication. The teacher tried to engage the students in giving some feedbacks for their work. Before that, the teacher asked the students to read the task and answer some questions. After
reading, the students were asked to listen carefully the recorded video to check the answers. These activities called student-content interaction. Then, teacher persuaded them to ask some questions about learning material and given task. This was teacher-student interaction. The teacher and the student discussed together about the topic stated their opinion freely. However, there was only 24% for one way communication. In the classroom, the teacher demonstrated and linked the learning material to the experience by giving examples. Unfortunately, the students could not be given time to express their idea about their related experience. Then, the teacher did not discuss about the point that will be learned in that meeting. She summarized what they had learned by her own words. The students did not ask to give any comment or statement about it. On the other hand, there was a few of student-student interaction in classroom. The students could communicate and share their opinion to another student about the learning material. Furthermore, there was an opportunity for the students to discuss and solve the learning problems by their own capabilities before asking to the teacher. Hence, the circular communication is the dominant interaction used in this classroom. It can be identified in the figure below.

![Figure 4.1 Linear and Circular Interactions in The Classroom](image)

5. CONCLUSION AND SUGGESTION

There are two patterns of communication like one way communication (linear) and two way communications (circular). It is obviously seen that the more dominant interaction in Class IV is two ways communication (circular), which is identifying the teacher and the students often interact in the classroom. In reference to the conclusions and the study, some suggestions are given to English teachers. It is indispensable for the English teachers to have a direct contact with the students for the integration of each work and activity in the class, they should modify their role in the classroom acting as learning partners of the students, and manage the class very tactfully so that leaning can take place in interesting manner.

REFERENCES


