Teacher-Students' Classroom Interaction in Teaching Grammar with Interactive Learning Approach

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Article Info	Abstract
	In this study, classroom interactions during an interactive grammar learning process are analyzed. It attempts to explore the teacher's interaction strategies in teaching grammar using an interactive learning approach. Based on observation analysis using the Flanders Interaction Analysis Category (FIAC) to an English teacher and four volunteers learning English grammar, this study revealed that the teacher's interaction strategies in teaching grammar using interactive learning approach include activities like asking question, giving encouragement or praise, lecturing, and giving directions. Based on this study, the interactive learning approach can encourage students to participate in sharing their ideas during the learning process.
Artikel Info	Abstrak
	Dalam penelitian ini, interaksi kelas selama proses pembelajaran tata bahasa interaktif dianalisis. Ini mencoba untuk mengeksplorasi strategi interaksi guru dalam mengajar tata bahasa menggunakan pendekatan pembelajaran interaktif. Berdasarkan analisis observasi menggunakan *Flanders Interaction Analysis Category (FIAC)* kepada seorang guru bahasa Inggris dan empat sukarelawan yang belajar tata bahasa Inggris, penelitian ini mengungkapkan bahwa strategi interaksi guru dalam mengajar tata bahasa menggunakan pendekatan pembelajaran interaktif meliputi kegiatan seperti mengajukan pertanyaan, memberikan dorongan atau pujian, mengajar, dan memberikan arahan. Berdasarkan penelitian ini, pendekatan pembelajaran interaktif dapat mendorong siswa untuk berpartisipasi dalam berbagi ide selama proses pembelajaran.

I. INTRODUCTION

Classroom interaction has been recognized as an important part of the language acquisition process—a process in which language classes play a major role in preparing learners to use the target language for interpersonal and intergroup communication (Mckay, 2006; Wang et al., 2019). The relevance of authentic communication and students' actual use of the target language has been suggested by many studies linking interaction with language learning (Wang et al., 2019).

Two-way interactions between teachers and students during the learning process determine student learning success because message absorption becomes more effective as a result of these interactions (Huriyah & Agustiani, 2018). Class interactions must be properly designed in order to improve the quality of language or literature learning (Kapoe, 2015; Mardiana, Zainuddin & Gultom, 2019). Good class interaction influences learning comfort by paying attention to students' involvement, needs, and characteristics (Rido & Sari, 2018).

Furthermore, class interaction broadens students' learning perspectives. Students understand not only the material but also the principles of openness, mutual acceptance, mutual assistance, and learning for mutual progress in order to create a conducive classroom environment (Lyster, 2007). Classroom interaction is essential for avoiding any distance or space between teachers and students, or between students (Valentika & Yulis, 2020). Sometimes in a learning interaction, only the teacher and certain students or only students and students in a specific group interact intensively.

Several researchers have paid close attention to interaction in language classes. Eisenring (2018) used Self-Evaluation of Teacher Talk to analyze the teacher's speech (SETT). Huriyah and Agustiani (2018) used Flanders' Interaction Analysis Categories to examine the types of conversations that occur in class (FIAC). Tsegaw (2019) investigated how participants perceive interactions and interactional activity levels. Astutie (2020) used Foreign Language Interaction to examine the different types of teacher conversations (FLINT). Girija (2020) investigates

the relationship between the number of students and students speaking with the effect on student and student characteristics. Vattoy and Gamlem (2020) investigated teacher-student interaction and feedback in English classes.

This study attemtps to explore interaction strategies used by the teacher in the interactive learning approach. Therefore, this study attempts to answer the following question: What interaction strategies are used by the teacher in teaching grammar with the interactive learning approach?

II. METHOD

This study examines classroom interaction in an English class that uses interactive learning. This study takes place in an offline English class. Because the data collection period coincided with the school holidays, only four high school students agreed to participate, consisting of four women aged 15 to 17 years. They attended four meetings. One preliminary meeting (introduction) and three interactive meetings were part of the series of meetings. The observations used in this study were to collect data about the interaction strategies used by teacher in the interactive learning approach and the data were analysed using the Flanders Interaction Analysis Category (FIAC). There are ten FIAC categories as followings: (1) accepts feelings, (2) praise or encouragement, (3) accepts or uses ideas of students, (4) asking questions, (5) lecturing/ lecture, (6) giving direction, (7) criticizing or justifying authority, (8) pupil – talk response, (9) pupil – talk initiation, and (10) silence or confusion. FIAC was used to calculate the frequency of the teacher's talks in class.

III. RESULT AND DISCUSSION
A. Result

The interaction strategies used by the teacher were identified from the observation data, and the results can be seen as follows:

Table 1. Frequency of teacher's interaction strategies in the interactive learning approach

No	Category	Frequency
1	Accepts feelings	3
2	Praise or encouragement	24
3	Accepts or uses ideas of students	1
4	Asking questions	49
5	Lecturing/lecture	19
6	Giving direction	12
7	Criticizing or justifying authority	3

From Table 4.1 it can be inferred that the teacher's interaction with the highest frequency is 'asking question' category, which is 49 times. The next highest frequency is praise or encouragement, 24 times. Furthermore, lecturing/lecture as much as 19 times, giving direction as much as 12 times. Criticizing or justifying authority and accepts feelings gets the same frequency, 3 times. The lowest frequency is accepts or uses ideas of students, 1 time. Based on the data in Table 4.1, 'Asking question' category obtains the highest frequency of the FIAC in the interactive learning approach. The 'Asking question' category was used by the teacher to ask the students about the learning material or procedure to encourage them to answer the questions posed by the teacher. This result reveals that the teacher has an important role as a facilitator in the interactive learning approach. It can be seen that the students are able to answer by their initiative.

T : *yang berakhiran ch ada watch, jadinya apa?*
S : *watches*
T : *lalu yang berakhiran x ada apa coba?*
S: mix, jadi mixes

(Dialogue Excerpt 1)

T: *Contoh lain ada kata cry, yang huruf* consonant *nya mana?*
1s : r
T : *lalu ada huruf?*
2s : y
T : jadinya *gmana?*
3s : huruf y nya dicoret diganti i trus ditambahin es, jadi cries

(Dialogue Excerpt 2)

Based on the Dialogue Excerpt 1 and 2, the teacher's use of asking question in the interactive learning approach aims to provoke students to speak and participate in sharing their ideas. The 'praise or encouragement' category obtains the second highest frequency of the FIAC in the interactive learning approach. Praise or encouragement is used to praise or trigger the students' action. This result reveals that the implementation of interacive learning creates a good atmoshphere for students because the teacher does praise or encouragement. The detailed information is presented in the following transcription from the observation.

T : today we will learning about verb. Verb ini termasuk dari word classes yaitu kelas-kelas kata, kan ada pronoun (kata ganti), noun (kata benda), dan lain lain

2 S : adjective (kata sifat)

T : good, itu juga termasuk

(Dialogue Excerpt 3)

T : okee, kaka jelasin lagi ya. Penambahasan s/es pada verb itu ada 3 aturan. Yang pertama verb yang berakhiran (ss, sh, ch, x, z, o) + es. Semua kata kerja yang berakhiran (ss, sh, ch, x, z, o) + es. Contohnya miss jadi misses, wash jadi washes, watch jadi watches, mix jadi mixes, buzz jadi buzzes, do jadi does. Jadi kalau kaka tanya kenapa kata-kata diatas berakhiran es semua?

4s : karna dia masuk note pertama yang berakhiran *ss*, sh, ch, x, z, o jadi di tambah es

T : Excellent *!*

(Dialogue Excerpt 4)

From the Dialogue Excerpt 3 and 4, it can be concluded that during teaching and leraning process, the teacher used praise or encouragement to create a good atmosphere. This is enough to reduce a stressful situation after listening to the teacher's directions and materials. Next, the 'lecturing' category obtains the third highest frequency of the FIAC in the interactive learning approach. Lecturing is used to transfer knowledge to the students. This result reveals that transferring knowledge is important in the interactive learning approach as knowledge input for the learners. The following transcription from the observation represents the 'lecturing' category.

T : Note nya untuk additional infinitive. Yang pertama verb yang berakhiran (ss, sh, ch, x, z, o) ditambah es. note yang kedua verb yang berakhiran "consonant + y" maka huruf y nya dicoret jadi (i) lalu ditambah es. Next note yang ketiga selain note nmr 1 & 2 + s. klw syarat yang nmr 1 yang berakhiran ss, sh, ch, x, z, o. kalau yang kedua berakhiran konsonan + y. kalau yang ketiga selain 1 & 2.

S : ooo, i see. *Jadi* gampang dihafalin rule nya

(Dialogue Excerpt 5)

T : *di verb itu ada 3 macam-macam verb. Ada yang berdasarkan bentuk, berdasarkan posisi, dan juga berdasarkan fungsi.* In this

meeting kita akan belajar yang pertama yaitu "berdasarkan bentuk"

4S : *oke* ms

(Dialogue Excerpt 6)

From the Dialogue Excerpt 5 and 6, the sudents can understand the concept of the noun rules from the teacher's explanation or lecturing activity. Next, 'giving direction' category obtains the last highest frequency of the FIAC in the interactive learning approach. Giving direction is used to help students to know the proper or expected answer. It could be seen that the students can pronounce and understand the concept of the verb rules from giving direction

S: cara baca v2 nya makan apa kak?

T : cara bacanya ate / eɪt/

S : ooo kaya baca bahasa Inggrisnya angka 8 tapi belakangnya t

T: iya, betul

(Dialogue Excerpt 7)

T : oke, missal Muzhid belajar jadinya muzhid study atau studies?

3s: studies

1s: study

T : jawabannya studies, karna orangnya cuma satu rujuknya jadi ke she.

(Dialogue Excerpt 8)

From the Dialogue Excerpt 7 and 8, when the students ask about something or did something wrong, the teacher gives direction.

B. Discussion

In this study, the kind of interaction strategies does the teacher use in the interactive learning approach are asking question, praise or encouragement, lecturing, giving direction. In this study it was found that the students were positively involved with interactive learning activities. They feel more pleasure because of praise or interaction encouragement. The results of this study are similar to previous studies which showed that praise given by teachers to students can trigger students' activity levels (Martina, Riza, & Utari, 2021); and trigger students' enthusiasm for learning and students' self-confidence (Rido & Sari, 2018). Furthermore, this study found that the interaction of asking questions made students actively communicate in their class. This is in accordance with previous research that the number of questions given by the

teacher can trigger students to express their ideas (Mardiana, Zainuddin & Gultom, 2019). This is also found in the research conducted by Huriyah & Agustiani (2018) which found that English teachers dominated the class by asking many questions so as to provide opportunities to explore and practice their English.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

The aim of this research is to know about interaction strategies used by the teacher in an interactive learning approach, this study found that the teacher's strategies in interactive learning approach include: asking question, giving praise or encouragement, lecturing, and giving direction. These strategies can encourage students to be confident to express and share their ideas.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Teacher-Students' Classroom Interaction in Teaching Grammar with Interactive Learning Approach.

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