

CHAPTER I

INTRODUCTION

A. Context of the Study

Teaching and learning interactions occur in the classroom. Students and teachers are not able to stand alone or they need some help to interact with each other, because the teaching and learning process can be said to be successful if there is a positive response from students. In the language class, there are elements other than teachers and students, namely the teaching and learning process. The teaching process actually provides opportunities for students to ask questions, think so that they can interact between students, such as asking fellow students for material they do not understand. According to Harmer (2001) in the teaching and learning process there are influencing factors such as teachers, students, curriculum, syllabus, materials, methods, media, evaluation, and interaction.

Interaction in the classroom plays an important role in the learning process. Teachers and students share and receive messages in the form of knowledge to achieve a communicative process because it is a reciprocal effect that requires teachers and students to exchange thoughts and feelings (Brown, 2000; Wagner, 1994).

Classroom interaction is important especially in language learning, in this case English. Language learning does not escape the interaction

process, because learning a language is used to interact with other people, and when explaining a problem in learning English it must reflect the interactions. English learning is the interaction of internal and external factors and the explanation of errors or problems using English must reflect the interaction (Nurhayati ;2018).

When we are talking about the English classroom, we deal with the process of the second language acquisition. The input will be a language exposure and the output is knowledge of language gained. During its process, the teachers and students will be involved in the interaction process in the classroom. According to Cole and Chan in Babelan and Kia (2010: 55) Interaction in teaching is a basic element and it has the fundamental role in efficient teaching and in principal, recognition between being weak or strong in teaching lies behind the way teachers interacts with the students. The interaction has been defined as an essential part of teaching learning process where by two or more people engaged in reciprocal actions. Classroom interaction includes verbal or nonverbal interaction, as revealed by Ricard (1992) Classroom interaction pattern of verbal and nonverbal communication and the types of social relationships which occur within classroom. The interaction produced by the teachers was shape the nature and quality. For example, as revealed by Gorongna and Weddel (2003) revealed that teacher talk has an impact on student speech, so that it shapes the quality of the learning process in the classroom. In this case, class talk can be believed to be useful for teachers

in creating interactive and student-centered classes.

In addition, conversations in classroom carried out by teachers and students are believed to be useful for improving all communication in the classroom, and allowing to create a classroom environment that is conducive to intellectual, social and emotional growth of students. Verbal and non-verbal interactions in the classroom absolutely need to be done to achieve the main goal of language learning, namely using language in both oral and written communication. These repetitive activities will create patterns classroom interaction.

Interaction in learning plays an important role, because interaction cannot be separated in language learning. When the interaction is done well, well organized or well structured, then what the teacher conveys to students can be well received. To facilitate the interaction, in the interaction there are patterns of interaction patterns, this interaction pattern is the basis of an interaction. When teachers understand this interaction pattern, they can determine how the language teaching and learning process is appropriate. So in this study can provide information to teachers that in the interaction there are patterns that can facilitate the interaction between teachers and students in language learning. In the interaction there must be certain patterns that can support the interaction in the class that can be controlled properly. So that learning can run perfectly without failure. Malamah and Thomas (1987) suggests patterns of interaction in the classroom as follows: 1). Interactions between teachers and the whole

class, 2) interactions between teachers and a group of students, 3) interactions between teachers and individual students, 4) interactions between students and teachers, 5) interactions between students and students with each other, and 6) interactions between students sign group. The pattern of interaction is very influential in class interaction. Because if the pattern of class interaction is not well established, then from that the learning process can be said to faild. Just as if the teachers does not gave the students the opportunity to speak, and the students only accept and listen to what their teachers says, or it can be said to be passive learning, then the interaction and the learning process fail. Therefore, the pattern of interaction is very necessary in the classroom, and the role of the teacher is also very important to support this class interaction that can be well established between each other. And the purpose of learning English can run well. The aim of teaching English is to develop students' communicative competence i.e. to gain a substantial ability to communicate in English (Nurhayati ; 2020) . Interaction patterns proposed by Ur (1996) is as follow ; (1) group work; (2) closed ended teacher questioning (IRF); (3) individual work; (4) choral responses; (5) collaboration; (6) student initiates, teacher answers; (7) full class. So in this case the patterns of interaction is very necessary for learning in the classroom.

Class interaction is usually done in the classroom, teachers and students can meet directly and interact directly. Teachers can easily

convey easily without being constrained by anything, they can exchange ideas with each other. Students can also interact, exchange the knowledge they get, exchange opinions directly. Radford (2011) argues that through classroom interaction, the learning process between students will occur because they will exchange knowledge or understanding with each other. But then the whole world was shocked by a deadly virus called the COVID-19 virus. This virus was found in the city of Wuhan, Hubei province, China, this virus attacks the respiratory system and severe pneumonia, but in some people it generally causes a self-limiting disease with mild symptoms.

The COVID-19 pandemic has spread rapidly around the world and has disrupted many activities. Overcoming the covid 19 outbreak, of course, does not always run smoothly, many obstacles arise with one action being implemented, namely social distancing as an effort to inhibit the very fast spread of the virus (Nurhayati ; 2020). To prevent the spread of the COVID-19 pandemic, the government regulates school closures as part of various quarantines and social distancing (Viner, 2020). These regulations have an impact on the world of education, especially in the context of teaching English. This has changed the education system from face-to-face classes to online classes (Moorhouse, 2020).

Due to COVID-19 and the implementation of the New Normal, the need for academic continuation of educational institutions has shifted rapidly to distance learning or online. This situation occurs all over the

world, including in Indonesia. While public health officials largely agree that the general threat of COVID-19 is best fought with measures of social distancing, the specific acts of instituting emergency online learning protocols do not alter the condition of COVID-19 new normal, but only indirectly by limiting face-to-face classroom interactions (Subedi & Nayaju, 2020).

SMPN 1 Tanggunung, one of the schools from all over Indonesia which also conducts online learning activities during covid-19. According to Dabbagh and Ritland (2005:15) online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action or interaction. So online learning is distance learning that requires tools and internet networks. Online learning is not only special lessons, but all subjects are conducted online, including English lessons. This research was conducted at SMPN 1 Tanggunung because the school is very unfamiliar with the online learning system. Students and even teachers at SMPN 1 Tanggunung still do not understand online learning. The applications used are also commonly used applications such as Whatsapp. This application is a general application and not an educational application. Lack of online media for teaching because of limited knowledge, and it is still very new for them to conduct learning interactions using online applications like this.

Due to Covid-19, social interactions, including class interactions, must be limited. Teachers and students interact with the online system, using learning support applications that allow them to interact, Or you could say the digital era. The digital era is a digital system that has been used by most people to carry out every daily activity. This online class interaction has problems, such as the delivery of material online cannot be understood by all students. Teachers also have difficulty controlling the learning atmosphere, this is due to the limitations of virtual space, and also the limitations of mastery of technology experienced by teachers and students. As technology immigrants, teachers need to apply their pedagogical skills to the online classroom. They also need to consider student learning styles so that students can understand the material given by the teachers. Moreover, in the midst of the Covid-19 pandemic, teachers need to assess student achievement every week. To facilitate teachers and students in learning, important interaction patterns are carried out in online and offline learning. Especially in this New Normal period, teachers must pay more attention to the patterns of interaction they used when online learning, so that the delivery of material can be accepted by students easily.

During the COVID-19 pandemic, teachers used online applications as their test items. The results of the test assessments can be used to assist students in understanding the material better and to assist in planning teaching for teachers. As a result of online learning, teachers are more

creative in delivering learning materials. With this online learning, which causes teachers and students to interact online, students are more enthusiastic in learning, and have increased self-confidence.

This research focused on the pattern of classroom interaction in online learning. This research was conducted at SMPN 1 Tanggunggunung, because SMPN 1 Tanggunggunung is one of the many schools that used an online system in learning English. Even though SMPN 1 Tanggunggunung used online learning, the learning is going well. The interactions that occur in the classroom between teachers and students or students with students run well and are interactive, so that language learning continues to run well and interestingly.

Some studies of language classroom interaction have been conducted by some previous researchers. The first is from (Riri Aprianti, 2020) this research is entitled "Analyzing Students And Teachers Interaction In English Learning Classroom At The Eight Grade Of SMP Negeri 20 Makassar". Previous research has focused on interaction patterns in English lessons. The difference between this research and this research is in its findings, previous research focused on the interaction pattern between teachers and students face-to-face, namely in the classroom in learning English, while the research studied by researchers focused on classroom interaction during online learning English. The similarity in this study is that both used a qualitative descriptive design and suggest a pattern of classroom interaction. The second previous

research was from (Veronicha Christamia Juniarni, 2019) entitled "A Study Of Classroom Interaction Patterns At Elementary Schools English Class". The difference between the previous research and the research studied by the researcher is that the previous research focused on the interaction patterns that occurred in the elementary school class, while the research studied by the researcher focused on online research on English language learning at the junior high school level. The similarities between the two are both examining the interaction patterns of the English class. The third previous research is from (Julana, 2018) entitled "The Patterns of Classroom Interaction in English Speaking Course". The difference between the research studied by the researcher and the previous research is the findings. Previous research focused on the pattern of classroom interaction in speaking lessons. While the research studied by researcher focused on learning English in online classes at SMPN 1 Tanggunggunung.

Those studies focus on classroom interaction happen in face-to-face learning or non-online learning. No study dialanguage classroom interaction in online learning has been conducted, so this study was done to investigate Classroom Interaction During English Online Learning Activity at Junior High School SMPN 1 Tanggunggunung.

B. Formulation of Research Question

Based on the background of the study, the research problem of the study is formulated as follows:

1. What the activities do support interactions in the classroom during English online learning ?
2. What patterns are used by teachers of classroom interaction in English online learning ?

C. Purpose of the Study

Based on the background of study mentioned above, the writer states objectives of study as follows:

1. To find out the activities that are carried out to support interactions in English online learning.
2. To find out the patterns of classroom interaction in English online learning activity.

D. Significance of the Study

1. Theoretically

The results of this study are expected to provide information and answer questions on research problems, and add literature to reading material about classroom interaction patterns in online English learning activities.

2. Practically

a) For the teachers of Junior High School SMPN 1 Tanggunggunung, this research can be used as reading material for teachers of SMPN

- 1 Tanggunggunung about classroom interaction patterns during online learning of English.
- b) For the students, this research can motivate them to be more active in the learning process, and better understand the pattern of classroom interaction during online learning.
- c) For the researcher with the result of this study, this research can be used as a reference in making qualitative research that discusses the pattern of learning interactions in offline and online classes.

E. Scope and Limitation of the Study

To avoid misunderstandings, the researcher wants to limit the scope of the problem, because research on classroom interaction patterns is usually carried out in the classroom but this research focuses on Classroom Interaction Patterns during English online learning activity. This study involved eighth grade students of SMPN 1 Tanggunggunung.

F. Definition of Key Term

In this part, there is some explanation from the title mentioned in the previous items. The title is “Classroom Interaction During English Online Learning Activity at SMPN 1 Tanggunggunung”.

In order to avoid misunderstanding of the readers, it is important to define the key terms as follow :

1. The Patterns of Classroom Interaction

Patterns are showing the interaction process between one side to other side. In this context, interactions occur between student to

student, student to teacher, or teacher to student.

2. English Online Learning

The process of teaching and learning English applying online platform such us Google meet, zoom, Whatsapp and other online platform can support learning.