

An Analysis Teacher Interaction Strategies: A case study at English Massive Program Kediri

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Abstract

Input in learning process plays a very important role in the second language acquisition. Input should be interesting, enjoyable and also applicable for the learner so the interaction, as the output of second language acquisition, can be achieved as well. This study is aimed to analyze teacher interaction strategies based on Wash Theory, those aspects are teacher interaction management, questioning strategies, teacher feedback, and the last is error treatment strategies. The number of subject research is four English Tutors in English Massive Program in Kediri and 65 teenagers participants spread out in 4 spots/learning places in Kediri. The research setting of the study is English Massive classrooms. In this study, a descriptive qualitative and a case study is presented as a research methodology. In this study, to analyze the teacher classroom interaction, the researcher used the students questionnaires, the teacher do interview and have the observation checklist sheet. The researcher found that four teachers in English Massive Program in Kediri used classroom interaction strategies that will help and push the students in improving their speaking skill. The Future researchers are recommended to investigate the usage of these classroom interaction strategies to increase students' speaking skill. The other topic that may be analyzed in the future is about the relationship between the teacher interaction strategies to another English skill except speaking skill.

Keywords: teacher strategies, classroom interaction, interaction strategies, speaking skill

There are some factors that influence second language acquisition. The internal factor come from learner themselves such as motivation, aptitude and others while the external factor, are the conditions in which the learner can take the second language as well as first language, the quality of input in language acquisition, strategies and also methods. Input in learning process plays a very important role in the second language acquisition. Input should be interesting, enjoyable and also applicable for the learner so the interaction, as the output of second language acquisition, can be achieved as well.

Based on the system, education divided into three kinds. Those are Formal Education, Non Formal Education and Informal Education. While Formal Education starts in regular school with the schedule, non formal includes many activities of learning which is associated with informal learning. In this study, the researcher is intended to use Non formal Education as a research setting to obtain the natural object of case. Same like at formal school, in term of student English acquisition, students have to pass an English exam or daily

activities in English. In classroom, teacher has a significant role in creating learning environment.

Ellis (1985) as cited Brown 2000,p.165 describes interaction with the discourse jointly constructed by the learner and the interlocutors and input is the result of interaction and the language acquisition is the result of an interaction between the learner's mental abilities (learner internal factor) and the linguistic environment. Teacher classroom Interaction as the "heart of communication" is defined as the "collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other" Classroom The students are expected to understand about the materials given by the teachers. They are supposed to be active in speaking English in the classroom. Their responses about the learning and teaching process will show their level of their understanding about the materials given. The EFL\ESL teachers should conduct a process to stimulate students to speak in classroom. Students should take part in every activities in the education process together with the teacher, not only acquire knowledge presented by the teacher, but also should also get it themselves from a deep well of knowledge and understanding (Rivers, 1978, chap. 2).

Xuerong (2012) define calssroom interaction management in FL classrooms into code, emotional, and managing strategies. In her study, code refers to medium of instruction in the classroom which consists of native and target languages. Emotional strategies comprise some features such as using jokes, maintaining eye contact with learners, and using non-verbal gestures—facial expressions and hand gestures. Meanwhile, managing strategies include selecting classroom topics which are correlate to students and pushing students to be active in classroom activities. These strategies give opportunities for students to speak in class using the target language. The next interaction strategy that the teacher used in the classroom is elicitation techniques. Questioning strategies is applied to get responses and describe interaction in the classroom. Through his review of various studies, Walsh advices that teachers have suitable question types to appropriate their pedagogical goals.

The other strategies is Teacher Feedback strategies and the last is Error treatment Strategies. Teacher Feedback is focused on how teacher give the responses to students performances. And about the error treatment straetgies that the teacher should present the way they criticize the performance of students.

English Massive is initiated by Department of Education in Kediri and is funded with consideration of empowerment by and for the society. This program tend to be one of nonformal education in Kediri which is concern only in speaking skill. Non Formal Education concern about the interactive learning outside the formal school. It has special curriculum refer to simple to advanced daily conversation and for that reason, the process of interaction becomes the focus of attention in learning activity in every meeting. The tutors ask the learner to make a habit of english speaking in every occasion. In term of interaction, the grading of this program is different from school and courses. This program fosters a very close interaction between tutors and learners. However, this might be challenging because tutors have to keep the number of students proportional refer to the goverment rules while preparing for the suitable strategies for the learners. Students have to learn to speak without any pressure so the classrom environment will be comfortable.

The program was formed considering citizen awareness of the importance of learning English, besides supporting the program for Community Empowerment program (Prodamas) in Kediri. The target learners are adult level (age 23- 80 years old), teenage level (12-22 years old) and children level (age 4-11 years old). Every village or rt/rw has one or more spot/learning place, and every spot/learning place lead by PJ (Penanggung Jawab) that has registered the spot/learning place to the English Massive office in Department of Education in Kediri. English Massive offers 180 minutes for learners to learn speaking skill each week.

The initiation to make the students enjoy the learning process by creating the right environment, such as having an art performances for all teenage level, or training for adult level. The childrens sometimes go to the park together. is not only happen in the classroom but also outside the classroom. For instance, the park and also the town square of the city. The tutors sometimes gather from one spot to another spot to get new atmosphere of learning and teaching process so the the students does not feel bored.

The suitable strategies and teacher behavior in the classroom combined with the quality of delivering the lesson is concerned by all the management and also the English tutors in English Massive Program in Kediri. There were only 20 spots in the beginning, but per 1 february 2017 the number has become 117 spots with 41 tutors/teachers, and now it becomesspots and English tutors in English Massive Program in Kediri. In this study, English Massive Program belongs to a case study since it is specifically concern on teaching English free for the citizen. English Massive Program only exist in Kediri city and be the only educational institutional program in English teaching, Since the researcher focused on how teacher interaction management strategies and elicitation techniques in English Massive Program, the type of research of the study is descriptive qualitative

The amount of the participant are increasingly being influenced by not only the marketing section but also from the tutors performing strategies. As a program focusing on learning for specific skill, English Massive also takes interaction into account and select appropriate strategies following the student's need. These tutors, as whole teachers too, had the same problem when they are teaching in classroom. In researcher point of view, the problem that arises in teaching process in English Massive is that the teachers should handle students while performing interaction strategies so the learning and teaching process will be enjoyable. They keep the environment learning and teaching process yet keep the strategies and the activities run well. The students sometimes do not take a part in speaking activities nor being active in any question. Lots of complexity problem occur in learning process because the students responses and teacher behavior should be concerned too as the goal of English Massive Program in Kediri. Considering about the interaction process between Teacher and student, the researcher conducts a research on an analysis of Teacher Interaction strategies in English Massive Program in Kediri. The study focused on the classroom strategies that applied by the teachers and their responses about it.

Method

This research is intended to response the question what is the teacher interaction strategies that applied by English Teacher in English Massive Program in Kediri . the study focus on how the teacher interact with the students in speaking class.

This research use descriptive qualitative research. It will focus on the process of knowing how teacher students interaction pattern and strategies and also how teacher construct the opportunity for the student to talk. According to Creswell (2012, p. 627) qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general question, collects the detailed views of participants in the form of words or image, and analyze the information for description and themes. Since the researcher focused on how teacher interaction management strategies and elicitation techniques in English Massive Program, the type of research of the study is descriptive qualitative

Subject and research setting. The research setting of this study is English Massive Program in Kediri focused on 4 classrooms of teenage level classrooms. The research subject in this study were 4 tutors and 65 students. These tutor teach in same level of learner, that is

teenage level. The selection of the English Tutor is based on how long they teach in English Massive Program in Kediri and because four of the tutors awarded as the best tutors in the program. All tutors that mentioned in this study as the subjects teach English in English Massive Kediri from 2015, since the first recruitment of the tutors started. The tutors have more than 5 classes that last from the first year.

Instrument. The instrument for this current study included :

- The classroom observation checklist sheet
- The teacher interview
- The students Questionnaire

The classroom observation checklist sheet. It is done in first meeting during the classroom. The observation checklist sheet categorized into the four aspect. the first in interaction Management, questioning strategies, teacher feedback strategies and error treatment strategies. The observation checklist used to investigate teacher behavior in classroom interaction strategies.

Questionnaire. The questionnaire consisted of the 35 questions that responded on a 5-point scale in the columns. Higher values given for the students responses about the teacher behavior in the classroom. The 35 questions reflect in the classroom interaction aspects. The questionnaire are conducted for 30 minutes and given in the second meeting in each classes.

Interview. The interview is used for the teachers to elaborate how do the teacher perception about the classroom strategies. It consist of 10 questions. The data taken in the third week and the fourth week on January 2018.

The procedure that the researcher did in collecting the data are the researcher came to the English Massive Program office in Kediri to get permission to do research and further observation to the English Tutors and also the students. It is located in the Department of Education in Jalan Mayor Bismo Kediri After that, the researcher then given a name of tutors and decided to choose the tutors based on the length of their teaching period in English Massive Program in Kediri. The researcher then chose the four tutors from the first generation of tutor recruitment and also awarded with the best tutors in English Massive in Kediri. The next step is the researcher contacted the four tutors to have a meeting since the research will be conducted in their spot/learning place. after getting the right time, the researcher did the observation to the first subject in the first meeting and shared the students questionnaire to the students in second meeting and gave the interview to the first subject, researcher collected all the data in the second meeting for each tutors. For observation checklist sheet, the researcher took note when the tutor teach the students in the classroom and in the same time checked the observation checklist sheet. the questionnaire that given to the students in the second meeting observed with Likert scale. The researcher then found the percentage of the students choice in each questions. The interview that given in the last session on the second meeting will describe the teacher perception about the classroom interaction strategies they made to encourage the students in speaking English. The interview data was recorded and transcribed into written text in the same day. After that, all the data was analyzed in descriptive qualitative in case study

Finding and Discussion

The descriptive and numerical analysis of the data is collected throughout the study. Since the data instruments is combination between the classroom interaction checklist sheet, the teacher interview for teachers, and the students questionnaires.

About the classroom interaction checklist sheet and the interaction management questionnaire result that the teachers applied is shown in table 1

Teacher interaction management strategies	Tutor A	Tutor B	Tutor C	Tutor D
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Code	The tutors state English fluently.	y	y	y	y
	The tutors Speaking english and indonesia regulary	y	y	y	y
Emotional strategies	The tutors give a statement in a tone that in good tone.	y	y	y	y
	The tutors control eye contact with the student response.	y	y	y	y
	The tutors Use nonverbal gestures such as nodding, facial expressions, hand gestures etc.	y	y	y	y
Managing strategies	The tutors The position of the teacher in a classroom isflexible.	y	y	y	y
	The tutors divided the students into groups or pairs.	y	y	y	y
	The tutors Selecting the topics correlate to students or the students	y	y	y	y
	The tutors humors or jokes	y	y	y	y
	The tutors Encourage all the students to be involved in classroom activities by questioning	y	y	y	y

No.	Checklist point	5	4	3	2	1	M
4	The tutor would speak in a tone in a good tone	32	57	9	2	0	4,07
3	The tutor would let students free to ask or response questions.	17	69	8	6	0	3,81
6	The tutor would state non-verbal gestures such as nodding, facial expressions, hand gestures etc.	15	66	15	2	2	3,92
10	The tutor would say in humors or jokes sentences	63	37	0	0	0	4,6
7	The tutor would choose topics which are correlate to students or the students are interested in.	25	52	28	11	0	4,36
2	The tutor would speak English fluently.	9	88	2	2	0	4,07
5	The tutor would control eye contact with the student response	40	55	4,61	0	0	4,35
1	The tutor would devided the students into groups or pairs.	22	48	17	11	3	3,73
11	The tutor would encourage all the students to beactive in classroom a by questioning.	58	35	2	3	0	4,41

8	the tutor in a classroom is flexible. The tutor would not stand in front of classroom	15	65	11	8	0	2,63
9	The tutor would describes the text by himself, less opportunities for students to speak..	6	15	20	58	0	2,70

In the observations, The teachers has a good command of spoken English because he spoke English fluently and Indonesian occasionally. It means they use code switching between Bahasa Indonesia and English as well. They also use emotional strategies such as maintained eye contact, used nonverbal gestures such as nodding, facial expressions, hand gestures etc., they also use flexible movement that can used to encourage students to get closer to their teacher. In managing strategies, in classroom the teachers choose the topics and used humor or jokes and they encouraged the students to be involved in classroom activities by questioning. They organised the student sin some part of activities in the classroom. They use all managing strategies that mentioned in the observationn sheet and questionnaire result From the Questionnaire data result, the highest Mean is 4,41% for the question about “The teacher would encourage all the students to be involved in classroom activities by questioning. ”. The Highest Mean score showed the effective strategies in Interaction Management Strategies.

About the classroom interaction checklist sheet and the questioning strategies questionnaire result that the teachers applied is shown in table 2

	Teacher Questioning strategies	Tutor A	Tutor B	Tutor C	Tutor D
Questioning plannning strategies	The tutors give questions relevant to students.	y	y	y	y
	The tutors Give open-ended questions.	y	y	y	y
	The tutors Give follow-up questions.	y	y	y	y
Controlling strategies	The tutors Create the question first, and then mention students name	y	y	y	y
	The tutors Mention specific students togive responses	y	y	y	y
	The tutors mention student’s name when asking a student to response a question	y	y	y	y
	The tutors choose students to respond randomly instead of following any form when calling on students.	y	y	y	y
	The tutors Carefully stated if the students who active in class by asking or response all the questions.	y	y	y	y
	The tutors give students enough time to think about before responseingthequestion.	y	y	y	y
	The tutors Give questions of the entire class and try to push all students toparticipate	y	y	y	y

The tutors Encourage students to consult with classmates before responseing teacher.	y	y	y	y
The tutors Encourage students to initiate questions.	y	y	y	y
The tutors Posited themself best space to students when asking questions.	y	y	y	y
The tutors Say the question again the question when there is no response.	y	y	y	y
The tutors create the question when it is not known.	y	y	y	y

No	Checklist point	5	4	3	2	1	M
17	The tutor would ask open-ended questions.	8	43	43	3	3	3,49
19	The tutor would ask different types of questions.	9	42	15	0	0	2,38
16	The tutor would give students space time	9	71	9	5	3	3,69
20	The tutor would encourage students to ask questions.	14	72,3	13,8	0	0	4
12	The tutor would change the question first, then mention the student name.	17	60	15,3	12	0	3,86
18	The tutor would ask follow-up questions.	5	60	31	0	0	3,53
21	The tutor would give the best space to students	11	78	8	6	0	3,93
13	The tutor would follow a form in mention on students name	10	54	12	15	0	3,73
15	The tutor would directly see at point paper after the students ready to be asked	15	51	26	5	3,07	4,01
14	The tutor would only ask students who are active at class to give response	22	68	10,7	0	0	4,10

In the observation, all the teachers use relevant question to their students. Tehy also use open-ende question. While giving different types of question sto different students, the teacher lso give follow up questions. The teachers also ask for supporting data that the students may describe. All teachers do the controlling strategies that mentioned in the list. The controlling strategies that refers to how teacher control the situation during the learning and teaching process. however, as seen in table 4, some students (0.6%) disagree when the tecaher ask them to initiate the questions. From the Questionnaire data result, the highest Mean is 4,10% for the question about “The teacher would only ask those who are active at class to response questions. ”. The Highest Mean score showed the effective strategies in questioning strategies.

About the classroom interaction checklist sheet and the teacher feedback questionnaire result that the teachers applied is shown in table 3

	Teacher feedback strategies	Tutor A	Tutor B	Tutor C	Tutor D
Negative	The tutor's Checking a student for their incorrect response.	y	y	y	y
Neglecting	The tutor's Responding to students' responses in a non-evaluative manner.	-	-	-	-
Positive	The tutors encourage students for their correct responses.	y	y	y	y
	The tutors Modifying the idea by rephrasing it or conceptualizing.	y	y	y	y
	The tutors Sum up the student's response.	y	y	y	y
	The tutors Repeat students' responses.	y	y	y	y
	The tutors Listen to the students.	y	y	y	y

No	Checklist point	5	4	3	2	1	M
28	The Tutor would listen to the students friendly	12	65	15	6	2	3,8
24	The Tutor would encourage the students with comments.	5	60	31	0	0	4,53
25	The Tutor would sum up the student's responses.	24,6	64,6	6,1	5	0	4,01
23	The Tutor would encourage students for their best response.	12,3	71	14	3	0	3,92
26	The Tutor would conclude students' response while doing sum up	13,8	6	5	3	0	4,03
27	The Tutor would rarely encourage or check students.	8	17	15,3	56,9	4,6 1	2,70
22	The Tutor would react to students' response in a non-evaluative manner.	10	18	14	58	0	3,8

In the observation, most of the students ask about vocabularies they did not know correlate to the topic discussed. All the teachers did not neglect the question but they ask the students to wait until they finish the question one by one by making a hand gesture. The student then have to wait until their turn to ask. In giving comments or when they have to criticise the students incorrect response, the teacher tend to listen first and then acknowledge them and then praise them. In giving feedback, all the teachers always listen to the students question or response carefully. They also give a positive responses by repeating the response in the correct way. No teachers neglect the students directly in during the performances. It will push the students into low esteem when they are directly neglect in the classroom. From the Questionnaire data result, the highest Mean is 4,53% for the question about "The teacher would praise or acknowledge the students with comments". The Highest Mean score showed the effective strategies in Teacher Feedback Strategies

About the classroom interaction checklist sheet and the error treatment strategies questionnaire result that the teachers applied is shown in table 4

Teacher Error treatment strategies	Tutor A	Tutor B	Tutor C	Tutor D
The tutor's Criticizing	y	y	y	v
The tutor's Interrupting	y	y	y	-
The tutor's Probing	-	y	y	v
The tutor's Redirecting	-	y	y	v
The tutor's Neglecting	-	y	y	-
The tutor's Repeating with changes	y	y	y	y
The tutor's Self-repair	y	y	y	y

No.	Checklist point	5	4	3	2	1	M
29	If a student do not know the question, the The tutors would use easier sentences to describe instead of asking another student.	18,4 6	66,15	10,76	2	3	3,95
35	The tutor would command students to fix by themselves	46,1	43,07	9,2	1,53	0	4,09
33	The tutor would repeat students' response with changes.	26,1	61,5	9,2	3,07	0	4,26
32	The tutor would ignore unimportant oral response.	10,7	52,3	16,9	16,9	3,0 7	3,50
30	If a student cannot response a question well, the tutor would give the question to another student.	30,7	58,4	9,2	0	2	4,06
34	The tutor would stop directly a student to repair his response.	29,2	64,6	3,07	3,07	0	4,12
31	The tutor would state the response and to check the student.	35,3	55,3	9,2	0	0	4,26

In the observation, all the teachers check the students when they make mistake/error. While three teachers did not interrupt their student while performing, only one teacher interrupt and not redirecting the question to other students. All teachers repeating the student response with the changes in order to the student will not make mistake/error again in the next performances. Teacher tend to push the students to do a self repair for their response. In the observation sheet, whether is is on point teachers feedback or error treatment, four teachers never use neglecting techniques. To overcome the questions that may arises from many students, the teacher always use hand gesture to point out the first question giver. While in the questionnaire, the students strong agree when the teacher use a simple word to ask question. It occurs when the teacher try to use the synonymy or paraphrasing the question and redirect it to another students that may not ready to response. From the Questionnaire data result, the highest Mean is 4,26% for the question about "The teacher would repeat students' response with changes ". The Highest Mean score showed the effective strategies in error treatment strategies

Conclusion and Suggestion

Conclusion

After the researcher finishes analyzing the data as presented in chapter four, then some conclusion from the data analysis is summarized in this chapter. The research problem of the study is “*What are the classroom interaction strategies utilised by English Massive Teacher?*” and “*How do the teacher perception about the classroom strategies?*” this question are the main problem of this study. It is proven that the teacher classroom interaction strategies that they believe it will help and encourage the students to get improving in their speaking skill. To break down the parts, the researcher use Walsh theory about classroom interaction which divided into four part. The first part is interaction management. All teachers in English Massive Program use the three subparts in this big part of interaction management. They used Code, Emotional Strategies and also managing strategies. The second is questioning strategies that divided into two subparts, questioning planning strategies and also controlling strategies. The third is teacher feedback that divided into three parts, negative, neglecting and the last positive feedback. The last part is error treatment that consist of criticizing, interrupting, probing, redirecting, neglecting, repeating with changes and self repair.

Suggestion

The result of this study gives us the knowledge that classroom interaction research strategies is interesting to be researched since it is the changing situation happen in classroom everyday. Future researchers are recommended to investigate the effectiveness of these facilitative classroom interaction strategies in promoting students’ oral competence. The other topic that may be researched in the future is about the correlation about the teacher interaction strategies to another English skill except speaking skill.

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