

PATTERNS OF TEACHER – STUDENTS’ INTERACTION IN EFL ZOOM MEETING CLASS IN SMP NEGERI 1 GANRATANG KEKE

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Article Info	Abstract
<p>Received: January 24, 2023 Revised: Februari 15, 2023 Accepted: April 25, 2023 Published: December 28, 2023</p> <p>Keywords: EFL classroom, Interaction patterns, Teacher and Students’ Interaction</p>	<p>This study aims to reveal patterns of teacher – students among interaction student in an EFL class at SMP Negeri 1 Gantarang Keke public secondary school through zoom cloud meeting and to describe the teacher-students and student-student interaction patents in the EFL class. The method used in this research is descriptive qualitative method. The subject of this research was a teacher and students’ class VII of SMP Negeri 1 Gantarang Keke. The instruments used were observation and interviews. The results of this study indicate that the introduction patterns that emerge in the classroom are group work, individual choral responded, and collaboration. Teaching and learning conferences are not only frequent when teacher want to test their skills with quizzes, but they also have difficulty understanding the lesson, not only that they often go in and out when teacher want to test their abilities factors in Zoom meeting are supporting factor. That is, to support a face-to-face online learning process, albeit virtual, and inhibiting factor for the zoom meeting is internet quotas as most students complain about internet quota, internet network and time strains limited. The conclusion of this study indicate that teacher-students and student-student interaction patterns are not effective in EFL classes.</p>

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INTRODUCTION

Learning in interaction is essentially a process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Trianti (2017:338) explains about learning as follows: “learning is defined as a product of continuous interaction of development and life experience. In essence, learning in a complex sense is a conscious effort of a teacher in teaching his students (directing student interaction with other learning resources or learning a foreign language) with the aim that the goal can be achieved.

According to Balagova (2018), interaction is a series of specific events between teachers and students in a teaching and learning process, obtained by recording and recording, so that an overview of the patterns of interactions that occur is obtained. Hadiat (2018:3) groups the activities of teachers and students that occur during the teaching and learning process in the classroom into seven groups.

In the EFL interaction pattern with zoom is a different way between students and teachers can interact online. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of goals. To achieve learning objectives and obtain optimal learning outcomes, a teacher needs to pay attention to the methods that will be used in the teaching and learning process, because basically the methods used by a teacher will affect student learning outcomes.

Based on this, the problem of interaction patterns in the English learning process between teacher and students in class VII at SMP Negeri 1 Gantarangkeke is not much different from the problems found by researchers in Apprentice 1, 2, 3. Where the interaction patterns of teachers and students are ineffective, and they find it difficult to understand what they hear, see and so on. Moreover, those who do not focus on the English material delivered by the teacher and look for foreign words in the dictionary because usually they will be confused by what is conveyed. As a result, there will be changes in terms of attitudes, and behavior so that researchers are interested in studying the patterns of interaction that occur between students and teachers when the online/online learning process carried out at the Zoom meeting occurs.

From these definitions of interaction, the researcher argues that interaction is very important for teacher and students. Interaction is a type of action that occurs when two or more are influencing or having an effect on each other. The author found the phenomenon of interaction patterns in the EFL class at SMP Negeri 1 Gantarangkeke, most of the understudies had trouble talking English since they did not have adequate abilities to speak English smoothly. From here, students cannot create their intelligent within the classroom when the instructing and learning handle is carried out online.

The purpose of this study is to determine, describe and analyze the pattern of classroom interaction between teacher – students and students - students in the EEL class at SMP Negeri 1 Gantarang keke. Both between teacher and students, especially in learning English. The

researcher assumes that the interactions that occur in the learning process have not been maximized, which is running daring/online Zoom Cloud Meeting at SMP Negeri 1 Gantarang keke.

LITERATURE REVIEW

Julana his research was conducted to explore the interaction patterns that occur in the English class. Class observations and reflection interviews were used to collect data. The class process carried out by the teacher is in the form of video and audio recorded. The method used is a qualitative method. This finding also shows that the interaction patterns in the student-teacher classroom process fall into IRF, IRE, individual work, group work, teacher talks, open-ended teacher questions, initiation of student-teacher responses, challenge members, teacher-students interaction. However, the general pattern so interaction of teacher, first is individual work and group work.

The accomplishment of the educating-learning process is firmly impacted by the example of cooperation that show up in class exercises. Though this contextual analysis, the point of the examination is to investigate the example of communication during the instructing and learning process. The discoveries that the association design that show up in the five stars are bunch work, individual work, and participation.

The goal of this study is to uncover patterns of interaction between teacher and students in the classroom and to seek for patterns that predominate in EFL classroom interaction. A pre-service teacher who grade seven junior high school and grade seven students is the data sources for this study. The study's major data came from six observations in each class. After that, the data were analyzed using the suherdi (2010) framework as part of moskiwitz classroom discourse analysis and foreign language interaction analysis system.

METHODS

The research method is a qualitative method. According to Sugiyono (2018) Descriptive qualitative research method is, "qualitative research methods are defined as research methods that produce data in the form of words in the (oral or written) or picture". A relevant qualitative approach is used in this study, because it aims to describe the patterns of interaction during the English learning process.

The participants this study were teacher of class VII SMP Negeri 1 Gantarang Keke and

students with ineffective dialogue styles, which consists of a total of 24 students (12 girls and 12 boys). In this study the teacher who teach in EFL classes used zoom meeting as a learning platform at SMP Negeri 1 Gantarang Keke.

RESULT AND DISCUSSION

A. RESULT

Form of Interaction Patterns

1. Group Work

Excerpt 1:

TE: Okay. Now in groups for ten minutes to discuss what the material learned yesterday via Zoom or online.

SS: (Moves).

TE: Ten minutes for all groups is over.... yes. Okay. (write on the blackboard).

SS: (all students move to take their place).

From the excerpt one above, before the conversation above took place, Teacher (TE) explained that the subject of “this is My Word” (profession). After a long explanation of the lesson, Teacher (TE) asked students to sit in groups and discuss for ten minutes, (this is my word).

2. Individual work

Excerpt II

TE: I gave this material yesterday about profession/occupation, right? Well, today you have to come forward to read what you worked yesterday. It won't be long before we go to class.

S1: Just go-ahead mam, my name is Ana.

This excerpt two shows, in the beginning of the lesson, the Teacher (TE) emphasized that the topic or material had been given in the previous meeting and that student were given additional time in prepare to explain what they had previously discussed.

3. Choral Response Patterns

Excerpt III

TE: I have given you, right? When do I give this? Last week! so I think you will prepare because I have given you a very long time to prepare. Or is it not enough?

SS: No mam

TE: Not enough this week? What!.. Next week? Certain? If next week I still can't pause this.

SS: yes mam.

Previously excerpt three, educators found it difficult to encourage students to give presentations. So, the teacher asks general questions and tries to find out why so that the students know the answer and say it in unison. A student response by answering the teacher question together is considered a choral response.

4. Collaboration Pattern

Excerpt IV

TE: Now we will go to the second part. That is the details section to support whether you really understand the material given or not okay. Now we will play while learning which is not far from the material that you teach.

S: Yes mam

TE: Okay, now I want to start with the first question. If you can answer, please raise your hand and introduce your name. The question is whether the painter is included in the profession?

S: I am mam, okay my name is Aan my answer is including because it's a job.

Excerpt four above is from in this activity students are asked to answer questions so that students are active in learning. And provide students with warmer activities such as games. In the expressive material, the students should do more warm activities to discuss the interesting profession picture with their friends.

Teacher-Students Interaction in the EFL

The learning process at SMP Negeri 1 Gantarangkeke during the COVID-19 pandemic was carried out online, online learning was carried out using zoom media. In the learning process, there are several problems related to learning interactions between teacher and students. Based on the observation of the researcher, it was found that when the teacher asked questions in the online class, most of the students did not respond and did not answer the questions asked. From the results of these observations, the teacher gave a statement that some students did not actively interact and answer the teacher questions during the learning process.

In this study, interviews were used as a method to collect data. The purpose of this interview is to find out the impact experienced by teachers and students since online learning

is carried out during the learning process in the EFL class, by conducting questions and answers to students or teachers directly, because everyone has different answers. This interview was conducted with the class teacher in question and several students. To find out how the pattern of teacher-student interaction in the EFL class by using the zoom cloud meeting and the impact experienced by teacher and students.

The results of an interview with one of the students, namely AM, stated that:

Excerpt V

Interaction in learning in EFL classes through Zoom meetings is very limited due to unsupported networks and limited quotas, resulting in interactions that are not as expected. (interview, February 8, 2022)

Excerpt five, based on the information obtained from AM, that learning in the EFL class through zoom meetings is very limited, the network is not supportive, and the quota or network connection is less effective.

As for actions where when students act up and write about student behavior during the learning process, such as joking during lessons, or not when the teacher is asking how much they understand with the discussion that has been explained by the teacher, the action given by the teacher is a reprimand.

Excerpt VI

When learning begins and students behave a lot, they are given a warning to pay attention to the lesson because time is limited. (interview, teacher/HS, 8 February 2022)

Based on the information obtained from HS, it can be concluded that the teacher reprimanded them if their students made noise.

Pattern of Teacher-Students and Student-Student Interaction

In relation to the research conducted achieving learning objectives, teacher must manage the best possible time in the learning process. Teacher-students interaction during/online learning on English subjects at SMP Negeri 1 Gantarang Keke, especially when online synchronously using a combination of Zoom and WhatsApp applications, which is carried out for a duration of sixty minutes with the time division listed.

Table 1. Online Time Sharing

No	Activity	Message	Time Duration
1	Opening/Class President preparation	Leader	10 minutes
2	Learning activities	English Teacher	40 minutes
3	Closing	Leader	10 minutes

Here's an excerpt from the pattern:

Excerpt 10:

TE : Assalamualaikum wr.wb

SS : Waalaikumsalam wr.wb

TE : "Good morning Students. How are you to day?"

Ss : Morning mom . I'm fine , thank you and how are you mam?

Q : I'm good, alhamdulillah, are you healthy today?

Ss : Thank God.

TE : okay, before starting the lesson, mom will ask the class leader to check the presence of his friends, who joins and who doesn't join!

Kt : yes mom (checking his class)

TE : Okay, well students. These 23 students are four people who didn't join. Constraints Due to illness and network problems..

Kt : yes mom

TE : Ok now let's start the lesson, I hope the students turn on the video. (teacher and students turn on the video). Next, mam will send the material that will be studied today, as for the material, namely "this is my world" (profession). (The learning process is going on) Please ask if there is something you don't understand and understand, and the task is to look for one that belongs to a profession other than the one you mentioned earlier. And we'll see you in class later. Remember before starting to learn to pray first because everything that begins with prayer will be granted by Allah swt. okay.....

SS : yes miss

On excerpt 10, based on the results of observations and interview, these patterns are ideal interaction patterns without textbooks, but which are used in file form. In this section, TE interacts with students directly without using textbooks. Every learning implementation, both online and offline, there must be a factor. Both supporting factors and inhibiting factors. Likewise, what was found in SMP Negeri 1 Gantarang Keke, handphone and internet quotas were one of the obstacles in this learning.

For the student-student interaction pattern, the example can be seen as follow:

Excerpt 11

S1 : Hi thanks, how are you?

S2 : Hello, Alhamdulillah, good. How about you?

S1 : As you can see, I'm good too, oh well, it's been a long time, we haven't seen each other if I'm not mistaken, there was a semester like this during this Pandemic.

S2 : Yes, we study at home, and we meet or face to face through zoom, right.

S1 : Yes, that's right, what do you think about learning English online via Zoom? Do you understand the material that was taught yesterday?

S2 : Well that's how it is sometimes I feel bored with all this where we study at home So, that's why sometimes the interaction between our friends is reduced, let alone other friends interacting with classmates, we rarely interact online too. It's just that sometimes the network doesn't allow it, so it's often in and out of the Zoom meeting application.

S1 : That's right, sometimes we feel bored studying online, what if we study it's time limited, it understands that the network is smooth too, otherwise we'll forget what it is discussed by the teacher, because his voice was so disjointed.

Based on excerpt 11, it can be concluded that the way students interact in class greatly affects their learning. The teacher continues to dominate classroom activities, this determines whether students have the initiative to raise concerns, offer feedback, or contribute new knowledge to the lesson being taught. Less visible in class interaction is the pattern of student interaction, when teaching this kind of involvement occurs during the learning process in the EFL Zoom meeting class. When trying to understand a language students talk to each other.

B. DISCUSSION

The results of this study indicate that interaction patterns in the teaching-learning process resulting from lessons are not entirely controlled by teacher, as students also actively participate in the teaching-learning process increase. Teacher emphasizes student orientation and rely heavily on hands-on activities, group work, peer work, individual work, and discussion to motivate and encourage active students. Patterns of teacher-student interaction in SMP Negeri 1 Gantarang keke occurred between teacher and students or between students and students during the teaching and learning process of this study. This finding is similar to Brown's (2017) statement that interaction is the joint exchange of thoughts, feelings, or ideas between two or more people who influence each other. The term interaction means any action-reaction or interaction that may occur between individuals (student or teacher-student), between individuals and groups (teacher-audience), or between materials and individuals. (Sadeghi, 2019).

One of the learning information media used in SMP Negeri 1 Gantarang Keke is the Zoom application. This is a service in the form of a soft dress, usually used by students or conferences or conferences. Zoom as a communication medium to support work during the pandemic. Zoom meetings also greatly facilitate, if not directly, teacher-student interaction patterns in the teaching and learning process.

In the learning system, clear planning is needed, the actions of learning devices, the selection of learning strategies, media, techniques, and effective learning models so that this learning can be carried out in various ways and runs smoothly. One of them is SMP Negeri 1 Gantarang Keke, where during the pandemic it is more to use technology to continue the teaching and learning process. And this can make it easier for teachers and students to interact, although not directly.

However, not with SMP Negeri 1 Gantarang Keke based on the research results obtained related to the learning experience through the zoom meeting, this is actually not very effective because there are several obstacles that are felt by teachers and students, especially in the EFL class. lack of student participation in the learning process, because the teacher cannot control student activities, so that sometimes students do other activities arbitrarily.

The purpose of learning is the emergence of the learning process in students, therefore students are needed who are active in studying learning materials to support the success of

learning. In fact, students are still not actively participating in learning activities. Asmuni, (2020) stated that this was due to the lack of student interest in participating in online learning. In addition, Satria (2021) students are late or do not do assignments because of the many assignments given so that students feel burdened. In contrast to students at SMP Negeri 1 Gantarang Keke, the reason is that students are not active in carrying out learning because of the unsupported network, limited quota and helping parents.

CONCLUSION

Based on the results of the research obtained, it can be concluded that the patterns of teacher-students interaction in the teaching and learning process in the EFL class of SMP Negeri 1 Gantarang keke through zoom cloud meeting.

This study aims to identify and describe the pattern of teacher-student interaction, the researcher found that through the analysis there were two types of verbal EFL classroom interactions during the teaching and learning process both online and in person, namely teacher-student interaction and student-student interaction. The forms of interaction patterns used during the teaching and learning process include group work, individual work, chorus and collaboration. It was also found that the teacher-student interaction was dominated by the teacher in the teaching and learning process. This can be seen from the teacher's activities such as asking, giving suggestions and explaining. English is rarely used for communication, the teacher explains the material mostly using Indonesian.

Student-student interaction is the interaction between students that most often occurs in the classroom, although most of it is not about the material, but by learning using Zoom cloud meetings, student-student or teacher-student interaction is very minimal. Finally, the researcher concludes that both teacher-student interactions are very ineffective and dominantly affect student participation in class. Teacher should have more interactive discussions that encourage students' questions and create a comfortable classroom environment for speaking, expressing opinions to increase students' self-confidence in EFL classes.

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