English Interaction in EFL Context by Using The Virtual Platform at The Coastal Area School

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Abstract

The main purpose of this research is oriented to the description of communication strategies or interactions that occur in learning English speaking skills through a virtual platform. Specifically, the objectives of this research can be: 1) Describe the teacher's communication strategy in learning English speaking skills through virtual platforms in coastal schools; 2) Describe the interaction of students in learning English speaking skills through a virtual platform. The subjects of this study were teachers and students in coastal schools, in this case SMA Negeri 1 Bone Pantai. The instruments used in this study were field observations and open interviews. The finding of this research oriented to teacher's intercation at platform meeting by considering some emotional feature such approving feeling, encouraging, receiving students' ideas, asking questions, lecturing, and confering direction. The students' interaction to the teacher have been implemented by students' questions and giving inititation. They shared each other the first before asking more to the teacher, and even for the teacher, they just asked difficult words or expression.

Keywords

English interaction, virtual platform, coastal area school

Abstrak

Tujuan utama penelitian ini berorientasi pada gambaran strategi komunikasi atau interaksi yang terjadi dalam pembelajaran keterampilan berbicara bahasa Inggris melalui platform virtual. Secara spesifik, tujuan penelitian ini dapat berupa: 1) Mendeskripsikan strategi komunikasi guru dalam pembelajaran keterampilan berbicara bahasa Inggris melalui platform virtual di sekolah pesisir; 2) Mendeskripsikan interaksi siswa dalam pembelajaran keterampilan berbicara bahasa Inggris melalui platform virtual. Subyek penelitian ini adalah guru dan siswa di sekolah pesisir, dalam hal ini SMA Negeri 1 Bone Pantai. Instrumen yang digunakan dalam penelitian ini adalah observasi lapangan dan wawancara terbuka. Temuan penelitian ini berorientasi pada interaksi guru pada pertemuan platform dengan mempertimbangkan beberapa fitur emosional seperti menerima perasaan, memuji atau mendorong, menerima atau menggunakan ide siswa, mengajukan pertanyaan, ceramah, dan memberi arahan. Interaksi siswa dengan guru telah dilaksanakan dengan pertanyaan siswa dan pemberian inisiasi. Berkaitan dengan pelajaran bahasa Inggris, siswa berinteraksi dengan temannya dengan membicarakan kegiatan yang ditanyakan guru, mendiskusikan pertanyaan guru, dan menanyakan kata atau ungkapan yang sulit.

Kata Kunci

Interaksi bahasa inggris, platform virtual, sekolah wilayah pesisir

Introduction

English interaction is one of language strategy that could be implemented for students as well as to explore their proficiency in English. It is really needed not only for communication, but it is also to increase their confidence when talking in the public. Therefore, the interaction could be the way to habitualize students' performance to use English in spoken form.

However, if it is related to the opinion of Mu-Shuan (2018: 612) regarding the causes of difficulty in speaking English, this is integrated with not only rarely practicing English, but also being influenced by feelings of anxiety in opinion. Goh & Burns (2012: 3) added that speaking is a complex thing, which consists of 1) knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse); 2) speaking skills

(desire, and decision making); and 3) communication strategy (paraphrasing, repetition, and approach). Thus, linguistic and communicative competence in interacting is factors that cause students' weak English speaking skills. Moreover, this pandemic sometimes becomes the herittance for students and teachers doing communication in English. It has been changeable to be different context in virtual that makes students unclear to talk with their friends.

Research related to classroom interaction is not the first research conducted by researchers, but this research has been conducted by several researchers with different contexts and concepts. Some relevant studies include research conducted by Smart & Marshall (2013) interaction correlation in terms of classroom discourse analysis, teacher questions, cognitive engagement of students in science secondary schools. The results of this study indicate that there is a correlation between students' cognitive engagement with several aspects of classroom discourse including: level of asking, complexity of questions, ecology of questions, rules of communication, and class interaction.

Furthermore, another study was also conducted by Pujiastuti (2013) which analyzed the conversation between teachers and students in English Young Learner (EYL). The results of this study found that there were several influences found including 1) the realization of verbal interactions, 2) the type of teacher talk, 3) the implications of the teacher's talk about student motivation, 4) student speech, and 5) the teacher's role in classroom interaction. From some of these findings, it can be shown that all teachers in the FIAC talk category were revealed to include giving directions, lecturing, asking questions, using students' ideas, praising, criticizing student behavior and accepting feelings. However giving directions and lectures were found to be the most frequently used categories of all. Meanwhile, the teacher mostly adopts a controlling role in the classroom when he often leads the flow of interaction. Furthermore, another study was conducted by Kartika-Ningsih & Rose (2018) which examined research on language analysis in multilingual classroom interactions. This research study includes three components, namely a teaching framework, a multilingual classroom approach, an analysis of pedagogical interactions, and the structure of language transfer between speaker roles.

This research is different from research that has been done by previous researchers. The scope of this research is directed at the Flanders theory which focuses on the analysis of the interaction of English classes conducted by teachers and students on a virtual platform in a coastal high school. It is hoped that this research can describe the form of verbal interaction that occurs between teachers and students in coastal schools so that it becomes a reference for future researchers who conduct similar research.

Method

This study aims to analyze classroom activities in the process of learning English. Researchers used a qualitative approach in analyzing the data collected in the field. This research approach is used because it is in accordance with the form of behavioral research, and of course this is in line with the scope of research that leads to teacher-student interaction in virtual-based classes. This is done to find out the strategies used in the virtual learning process, and whether the strategies used are able to turn on a conducive learning atmosphere.

To get accurate data, the researchers made direct observations in English learning activities carried out by the teacher through a virtual platform. Researchers will explore how the interactions that occur between teachers and students. Field notes and audio-visual recordings from the virtual platform will be used in this data collection. The results of this field observation will be written in the form of a descriptive and narrative report.

Data were collected through observation and open interviews to research respondents. This research observation will be carried out through English language learning activities through a virtual platform conducted by an English teacher. Audio-visual recordings in this study will be used to record classroom learning activities carried out by teachers and students in English subjects. The researcher will also write field notes related to the important points found in the learning activities.

Result and Discussion

Result

SMA Negeri 1 Bone Pantai is one of the senior high schools located in the administrative coastal area of Bone Bolango Regency. SMA Negeri 1 Bone Pantai was built in 2006 with a land area of: 10000.00 m2 with a building area of 724.00 m2. The learning process at SMA Negeri 1 Bone Pantai is basically carried out like other high schools, namely using a blended system by combining face-to-face and screen-to-face learning processes. This is urgent because of the current conditions that require every school to organize a distance learning process during the COVID-19 pandemic. This research was conducted in class VIII A with a total of 25 students. The process of learning English in this class is carried out for 90 minutes per meeting. In one week there are two meetings for English subjects, namely Monday and Wednesday.

Learning activities that take place at SMA Negeri 1 Bone Pantai which take place in schools are formal, intentional, planned, with the guidance of teachers and other educators. Learning activities at SMA Negeri 1 Bone Pantai are very necessary, considering the increasing number and increasing demands of people's lives in Bone Bolango district. Moreover, in the current pandemic situation, there are many things that hinder the learning process, one of which is distance learning media which is still minimally used by students and teachers. This is not only in the ability of teachers and students to use remote applications, but because of the long distance from the city center and network limitations, the learning process at SMA Negeri 1 Bone Pantai is hampered.

The results of interviews conducted with teachers and students can be represented in the following table.

Tabel 1
Representative Interviews

Teachers' Understanding about English Interaction

Teacher's understanding	In learning English, interaction has actively been done between teachers and students (In.T.2.Ni) The students will be active when asking questions and improving the mistake, teachers try to understand students' improvement (In.T.5.Ni) English is necessary for communicative device that could be the tool for feed back (In.T.2.Ni)
Students' attention	The class in learning english is quite well. Teh students Class conditions in learning English are quite better. Students focused on teacher's explanation at platform. There are some students who pay less attention, but they still do the assignment or practice the dialogue when asked in the task (In.T.1.Ni)
The use of English for Communication in classroom	Students rarely use English as communicative device. All of them just often communicate by Indonesian, so do the teacher. Moreover, in virtual face-to-face applications, teachers use Indonesian more than English (In.T.1.Ni) English learning activities in class are mostly oriented towards adding English vocabulary rather than direct communication using English (In.T.4.Kr)
Students' Activeness	Most students who are active in virtual face-to-face application media are those who are also active in the classroom. But there are also students who are active in virtual face-to-face applications but lack motivation in class (In.T.4.Kr) Usualy, students are active in google meet more than learning in the classroom (In. T. 4. Kr) The students are mostly active in online sources because most of them are interested in learning media (In.T.4.Kr)

Teacher-Students Interaction

Teacher-Students Interaction	Students never initiate themselves to express their own opinions. Some opinions about activities carried out during learning, but it is very rarely done. They just used the other topic such talking film on their communication. For grammar, they are very dependent on the teacher's explanation. It appears that students never read other sources (In.T.3.Ni) Communication that occurs between teachers and students partly revolves around questions about difficult words, but mostly about something off topic (In.T.4.Kr)

	The students never organized their own idea (In.T.4.Kr) Teacher often gives first chance to students before it has been explained but it has never been done by students (In.T.5.Ni) Exercises for passive students are usually done by paying special attention, such as looking for topics that are around them such as activities at home (In.T.4.Kr) In carrying out activities, the teacher usually asks passive students or students who do not concentrate when the teacher explains (In.T.5.Kr) The first opportunity that the teacher gives to students is usually done to those who are active (In.T.4.Kr) No initiation or expression of opinion from the students themselves (In.T.5.Ni) One of the ways teachers do when motivating students is by asking students to do assignments in front of the class. But in the present situation the teacher motivates students by asking them to answer the questions asked (In.T.5.Ni) . The way the teacher activates passive students is by approaching their desk or in virtual face asking them to answer each teacher's question in the form of a joke (In.T.5.Ni)
Teacher-Students Interaction	The learning process just covered teacher's center on handling classroom. The students just even get hardly to finish the task.. (In.T.2.Ni) Most students used Indonesian in speaking class rather than the teacher performed in the class. The teacher just concerned on grammar activities (In.T.2.Ni) The teacher practices group activities, dialogues, or working in pairs. And, only when doing tasks; teachers dare to practice speaking English. In group activities, groups are made randomly (In.T.2.Ni) They motivate students by reminding them of the national exam as a trigger for their study. The passing grade is getting higher and higher. So this can trigger them that English is not only a subject, students need to master the language. (In.T.3.Ni) The teacher always translates the material. According to the English teacher, students will not understand the material without being translated. Students will be helped with body language (In.t.3.Ni) The teacher always repeats the explanation, more than once (In.T.3.Ni) The concept of the game in the classroom has not been carried out during learning. Teachers think playing will not be effective. In playing, students must be active and enthusiastic, but of course the class will be noisy (In.T.3.Ni) The teacher never practices the conversation in the text. This is because students do not have the confidence and courage (In.T.4.Kr) After the teacher motivates students, their interest increases. Likewise, inviting students to be active during the learning process while learning online (In.T.4.Kr) Teachers pay more attention to active students because teachers are easier to explain and do not need to repeat. The teacher does not ask students for an early opportunity because they think that no student wants to be a beginner (In.T.4.Kr) The teacher's response to student questions is not related to the topic that was repeated at the beginning, then instead asks students to continue the topic (In.T.4.Kr) Communication between teachers and students revolves around asking difficult words and materials that are difficult to talk about in class (In.T.5.Ni) The teacher gives full attention to active students (In.T.5.Ni) Class activities in interaction are more dominant during presentation activities (such as how to make something) (In.T.5.Ni)

Student- Student Interactions

Student-Student Interactions	Students always ask questions before asking the teacher (In.T.3.Ni) Communication between students and others is done by practicing dialogue/activity (In.T. 4.Kr)

One of the obstacles for students to communicate is because there are no textbooks and dictionaries available (In.T.5.Ni)

Communication between students and others is asking about difficult words (In.T.5.Ni)

Discussion

The learning process at SMA Negeri 1 Bone Pantai is carried out in a conducive manner according to a predetermined schedule. They pay attention to what the teacher says. They also complete the task as asked by the teacher. They also carry out activities by practicing conversation. This was conveyed by his English teacher that "they are quite good at paying attention, some students are not noisy. But they instead focus on the task or practice the dialogue requested by the teacher (In.T.1.Ni)".

In its implementation, students learn English using blended learning, both face-to-face and virtual. It is even clear that students are more active in learning online than face-to-face.

On the practice activity, all the experession was completly counducted in communication. At platform shortage, the students tried to be active and coordinating with the teacher if they have a task. Less students attended in the class because most complained the network in learning. Sometimes they have to be faced on limited time to explain the topic, so there are some points could not be conveyed completely to the students. However, the real situation could be representatively shown by all performance in which the use of Indonesian has been dominant codes that is used in communication. Just greeting as opening speech has been used by English.

The most points of this way for communication was shown by Indonesian language. Even these situation is representatively describing the indonesian just get dominant in the virtual learning. It is perpectively reducing students' role to be accostumed in English expression. Surprisingly, the students when asked to communicate with their friends, they do it the best without asking to the teacher. However, when the teacher asked them to conduct English in personal, they still have heritance to use it well.

In learning process, interaction is very important for the class. Both teacher and students must be cooperative to use English in their communication. It has been different when the teacher just dominate the class, and students just be calm without doing anything. Sometime the students just wait for teacher's intruction at practice. Therefore, we need confidence to build the condition if the students could not be doing anything. The teacher should organize the better strategy for English class.

However, in class students never express their own ideas/opinions (I.T.3.Ni). On this situation, the students just lied on the instruction. It seemed that there was no exploration that has been shown by the students in the class. They just limited on difficult English expression to communicate with their teacher. Communication in English would be conducted if they had a task from the teacher. For example, the students were asked to do a dialogue in English, they would use it well. But for asking something, doing complain by English have never been done by English, except just saying Yes or No for communication.

The teacher could not be forcing the students to use English personally. The real situation just represented students' role in the class was not better than real class. The students when being asked by the teacher to read the text in the room, they teried to say any reason so they did not activate in the class. For example, the teacher just asked one of them to read the conversation, suddenly she just said she could not do the conversation because still getting bad connection anyway. It has been conducted many times in virtual meeting.

Seeing the current conditions, the teacher should be a model in the classroom to be able to show his ability in English, not just asking students to use English while he himself cannot use English. It will be teacehr's responsibility to teach students how to use English in communication by considering all the pattern as the device of communication. The tacher should be able to motivate them to use English always in order to increase their knowledge in English. Not only oriented to get highest score in the subject, but all the concept that have been given in the class could be more important to cover all your proficiency in English.

Conclusion

Both teacher and students are aware and being understable that interaction is mode important in learning English. They also understood that to get interaction well, they need to treat. However, the understanding is not supported

by what thet do in the class. The teacher was not giving more interactive in the class. It seemed that the teacher did not believe with students' competence. No more chance for students to interact either teacher or students. The situation in the plaform did not make them enjoyed. They still get less vocabulary, scared of doing mistake, not having confidence, and embarassed on their weakness.

The interaction between teacher and students are still in restriction on students' book. Feedback on using english in communication was not happened. Hoewever, the use of media, such computer and any lesson book, could increase students' participation in classroom activities. Media could give a reason for students to do interaction.

English is seldom used to communicate in the class. Teacher and students never used english for communication. The teacher just explained material, gave instruction, and asked question by using Indonesia. If the teacher just used gesture to explain the words, they just used indonesia. The teacher just thought that if they will used English more in all time, the students did not understand on matter of saying. Discussion between teacher and student was also using Indonesia as their language.

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