

Students Responses in Young Learners' Classroom Interaction at The Seventh Grade of SMP N 1 Kediri In Academic Year 2021/2022

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Abstract. The objectives of this research were to describe the type of classroom interaction in young learners' classroom interaction and to describe the influence of students' talk in classroom. This research used a descriptive qualitative method. An English teacher and 25 students at the Seventh Grade of SMP N 1 Kediri West Lombok. The data derived from some instruments: the video recording/document, observation, and interview process. The data were analyzed qualitatively after recording the way the teacher talked and the way the students responded them during teaching and learning process. The findings of the research showed that the interaction in the classroom is in two way communications; they are: 1) Teacher interaction, 2) students interaction. Teacher interaction can be seen from the teachers' activities such as dealing with feelings, praising, and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- interaction is reflected in students' specific and initiated responses, while student-students interaction appears in students' discussion or group work during teaching and learning process. It is recommended that further research to take another scope of classroom interaction such as on teacher type of question, teacher talk, student talk and many other to give more significant contribution to teaching and learning Language in classroom interaction.

Keywords: *Responses, Young Learners, and Classroom Interaction.*

INTRODUCTION

Teaching to young learners may be challenging, rewarding, and even surprising. Since young learners tend to have boundless physical energy, poor discipline, awareness and short attention spans, a challenging part of teaching was copying with many un expected events that occur in the classroom each day. Many teachers feel deflated after their lessons since it was demanding to teach and control the learners' behavior at the same time (Schneiderová, 2013).

According to Shin (2020) Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels". However, starting earlier is not necessarily the solution for producing better English speakers. Therefore, EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English.

Classroom was considered as the most important place for foreign language learners to apply and practice the target language. that for foreign language learners,

classroom is the primary forum for them to use and experience the target language, (in Chavez, 2016). In order to make foreign language learners learn target language better, they should create communication both with their teacher and their fellow students in the classroom. Communication in the classroom can be built through interaction.

To have reciprocal interaction, done by each to the other, the role of the teacher is not only transferring the knowledge but also stimulating students' participation. When the interaction occurs, students have more opportunity to demonstrate their language they learn. Besides, students can use the language they possess in real situation because they have a lot of language practices during learning language.

Webster (2018) said that the importance of interaction Patterns of verbal communications between a teacher and students can influence the classroom environment, quality of the instructional program, and students management in the classroom. When interaction happens, teachers may easily checked their students' proficiency in learned the target language and students can increase their language mastery during classroom activities such as discussion, listening, reading and doing some dialogues. Through interaction, students can increase their language as the listen from their teacher and from their fellow students and it helped foreign learners to learn the target language easily and quickly.

Some studies about classroom interaction have been conducted by the other researchers with different focus and result. The writer draws the result of the previous studies from different focus, result, but still investigates about classroom interaction. A study by Herawati (2013) observed classroom interaction in the speaking class at third semester at Muhammadiyah University of Surakarta. The result showed that there were four interaction in the speaking class they are teacherstudent, teacher-students, student(s)- teacher, and student-student. The dominant type of classroom interaction was teacher-student interaction (42%). A study by Shin (2017) observed the dominant interaction in the classroom. Two interactions found by Xiao are teacher talk and student talk.

The result showed that teacher talk as the dominant role in the classroom, there was more than 50 % teacher talk in the classroom in every chance. The previous studies above have the same result that the dominant type of interaction in the classroom is teacher-student interaction or teacher talk.

Aljaafreh, Ale and James (2014), the interactions between the teacher and the students were divided into the interaction in the pre-teaching which was further divided into four, namely greeting, asking students' condition, checking students' attendance, and telling the materials that would be learnt by the. Pujiastuti (2013), the results indicate that all of the teacher talk categories of FIAC were revealed

covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings.

The amount of classroom interaction in young learners' classroom was far from satisfaction. Based on the preliminary observation that is observed in young learners' classroom in SMP N 1 Kediri West Lombok the children seemed to be rather shy, unwilling to tell something and ignore, not to want to give information to the teacher. They spoke little, often in short phrases or even in monosyllables, it could be seen when the children knew the answer to the teacher's question; however the children mumbled in their seats, when one of them was chosen by teacher to say something, they gave their gesture that they did not know the answer.

In contrast, they talked a good deal, asked question and contribute to discussions. In order to stimulate young learners classroom that seemed passive, teacher needs to give some strategies, such as idea in order to make students confident in giving more idea in the classroom, or giving praises or encourages the students that motivated them in participating in the classroom. Therefore, classroom interaction should be analyzed to get some reference in developing interactive language teaching for foreign language classes. to describe the type of classroom interaction used in teaching English language to young learners at the Seventh Grade in SMP N 1 Kediri West Lombok.

The research questions of the research are formulated in the following question: 1) What are the types of classroom interaction used in teaching English language to young learners at the Seventh Grade in SMP N 1 Kediri West Lombok? and 2) How does classroom interaction influence the students' talk?

RESEARCH METHOD

This research used a descriptive qualitative method. An English teacher and 25 students at the Seventh Grade of SMP N 1 Kediri West Lombok. The data derived from some instruments: the videorecording/document, observation, and interview process. The data were analyzed qualitatively after recording the way the teacher talked and the way the students responded them during teaching and learning process.

RESULT OF THE STUDY

The observation data was obtained by using Foreign Language Interaction Analysis, while observation was arranged to complete the data from observation, interview and document was selected from two classes of Seventh Grade in SMP N 1 Kediri West Lombok where each class consist of twelve until thirteen, so the amount of the students approximately twenty-five. Because of this, twenty participants were felt sufficient amount to be participant of this research. The objectives of this research are: (1) what are the types of classroom interaction used in teaching English

language to young learners at the Seventh Grade in SMP N 1 Kediri West Lombok,
(2) How does classroom interaction influence the students talk.

According to FLINT created by Coulthard (2017), classroom interaction can be seen based on several elements. These include teachers talks, students' talks, and the talks of teacher and students. Teachers talks are: (1) dealing with feeling, (2) jokes, (3) using ideas of students, (4) asking questions, (5) giving information, (6) giving direction, (7) criticizing students' behavior. Students' talks include: (8) students' responses, (9) students' initiated responses, (10) silence, (11) silence during audio-visual equipment, (12) confusion, work-oriented, and (12) confusion, non-work-oriented. While the teacher and students' talk are (13) laughter, (14) using the native language, and (15) non-verbal.

In the following, the writer provides the result of observations obtained to know the implementation of elements in FLINT for classroom interaction. Here was the result the writer explained it per element.

The Types of Classroom Interaction used in Teaching English Language to Young Learners at the Seventh Grade in SMP N 1 Kediri West Lombok.

1. Teacher Interaction

Teacher talks here refer to talks or expressions the teacher used in classroom interactions. The talks include (1) dealing with feeling, (2) jokes, (3) using ideas of students, (4) asking question, (5) giving information, and (6) criticizing students' response.

a. Dealing with Students' Feeling

One of the teacher talks in FLINT was dealing with feelings. This refers to accepting, discussing, referring to, communicating, and understanding feelings of students in nonthreatening way. These were the examples from the result of observation:

S : Can I go to toilet Sir?

T : "Of course"

(source: Observation 1, teacher and student)

From the dialog above we can see teacher dealt with student's feeling by accepting students' aspiration. The teacher said 'of course'. Without any threatening intonation or gesture as indication of accepting in non- threatening way.

b. Jokes

In this study, jokes refer to whatever the teacher said which makes the students laugh. Jokes include deliberate joking, kidding, making puns, attempting to be humorous, and it was provided by the teacher's stimulus. The jokes should also never considered annoying student's feeling. Here was the example the writer found from observation.

T : Sekar, read the teks paragraph one?

S : *Hah, semuanya kah Sir* (confusion laughing)

T : *Iya, sampai habis 1 buku* (laughing) Paragraph one Sekar!

S : Yes, Sir.

T : Come on.

From the dialogue above, we can see the students' laugh, because the students do not pay attention and get confusion when the teacher gave the student read the text. The teacher repeated again to be clear.

c. Using the Ideas of Students

Using ideas of students includes clarifying, interpreting and summarizing their ideas. Teacher uses students' ideas as encouragement and stimulating more interaction. Besides, students will feel more respected and hopefully they won't have doubt anymore to offer their answer or opinion. Here is the example the writer found from observation.

T : Can you give me example of any dance?

S : "*Seperti gaya Michel Jackson kah Sir*", (the students showed with example)

T : Good, okay, what else?

From the extract we can see teacher used students' idea to explore the example of the lesson, when teacher instruction to the student, they were get idea to the teacher and all friends in the class.

d. Asking Question

This technique was mostly useful to foster interactive language classroom. The question are those which the answer were anticipated. Then the rhetorical questions were not included in this category. Here were some of the findings:

T : Do you have any question?

S : What is the meaning "rhythm"?

T : What is "rhythm" in Indonesia?

S : I think.....?

T : Yes, I think? "ryhtm" in Indonesia.

S :

T : Ryhtm is "irama".

(source: Observation 3, teacher and EC-4B)

Here is another example of asking question:

T : What is "Birthday"?

S : Ulang tahun

T : Yes, Ulang tahun

S : Sir, apa "Date of birthday"?

T : Tanggal ulang tahun.

From the extracts we can see the teachers successfully enhanced more interaction by delivering question to the students. It seemed that both of the teachers are very good and experienced in using questioning technique.

e. Giving Information

One of the teacher's role in interactive language teaching is the teachers as the source of information. Giving information could be giving facts, his/her

own opinions and ideas. It could be also lecturing or asking rhetorical question. These is example of giving information:

T : Let's think how to operate computer. What is the first thing we shouldn't do?

S : Press power button on the CPU, Sir.

T : Are you sure? I think we should plug the cord first. (Giving her own opinion)

S : O yes, that is right, Sir

f. Giving Direction

Giving direction was very important in the classroom interaction. Giving direction here refers to giving request or command that students are expected to follow, directing various drills, facilitating whole-class and small-group activity.

T : Now, let's do the exercise. "Open your book on page 72. What do you see there"?

S : Fill in the table Sir.

T : That's right! You choose good answer and then you must write in the table. I am going to divide you into some groups. One group are three students. Please do the assignment on page 72. And then you must present with your friends.

In the conversation above, the teacher gave some direction to the students about group work and how to do the assignment of the lesson that day. On the other classes, there were also direction. Here is one of the examples:

T : "Ok students, open your book on page 63, the lesson about celebration"

The extract above shows how the teachers gave demand and the direction to her students. To make easier students in searching topic that will be learned. From the example above, the teacher often gave direction to the students in order to get the aim of the lesson. Moreover, by giving direction and requests, teacher can make sure that the process of classroom interactions is running well.

g. Criticizing Students' Behavior

Criticizing students' behavior refers to rejecting, or trying to change the non-acceptable behavior, communicating anger, annoyance, displeasure, or dissatisfaction of what students' doing. From the observation, the writer found that it was necessary for teachers to criticize students' behavior for the sake of conditioning good atmosphere of teaching and learning as exemplified from the findings below

T : Do this assignment in the group with discussion?

S : Kevin, done Sir.

T : "This is group and then discussion with your friend"

S : No Sir, aku mengerjakan sendiri.

T : Tidak boleh mengerjakan sendiri, ini tugas kelompok.

2. Students Interaction

From students' talks will be explained one by one. These five kinds categories of students' talks. Students' talk involves students' responses to the teacher whether they are (1) specific or (2) initiated, (4) work-oriented confusion or non-work-oriented confusion. Here are the writers will be described from the students' talks. The writers found any example students' talks and from the data also explain that related with students' talks.

a. Specific Students' Response

Specific students' responses here refer to responses of the students within a specific and limited range of available or previously practiced answer, like reading aloud, dictation, and drills.

- T : How are you today?
S : "I am fine, Sir, and you"?
T : I am fine to, Thank's

From the interaction above, even though it was not a reading aloud task, dictation, or even drills, but the sentence "I am fine, Mr, and you?" is somehow previously and continuously practiced answer. Therefore, it is also included as specific students' response.

The writer found other examples of specific students response in the second observation. Teacher in EC-4B directed the students to read aloud a text while she checked their pronunciation. Here is a dialogue:

- T : Everybody pay attention your friends will read the name of month. Are you An an and Rachel.
S : Yes, Sir.
T : Okay, Lets star.
S1 : January, March, May, July, September, November.
S2 : February, April, June, August, October, December.
T : Okay, Thank's you An an and Rachel, very good.

From the example we can saw the fourth observation in each class were the lowest frequency of the category. That is because at that time teachers did not make a lot of request or demand enable the students to respond specifically.

b. Students' Initiated Responses

Students' initial ted response refers to initiating participation, open-ended students' response to the students with students' own ideas, opinions, reactions and feelings. It also can be giving one answer from many possible answers that have been previously but from which students must now make a selection. Here is the example of students'-initiated responses that founded during the observation:

- T : Students you must remember your birthday. Then you stand up and you will be tell with all friend.
S : "Sir, hari, bulan and tahun semuanya kah...?"
T : It is up to you. You can tell everything.
S : Okay, Sir.

In the interaction above, a student asked the teacher to make clearer response what he should do about assignment. This question is initiated by the student himself while he also used *Bahasa Indonesia* to ask the question.

c. Work-Oriented Confusion and Non-Work-Oriented Confusion

Confusion refers to more than one person at a time talking, so the interaction cannot be recorded. While having work-oriented confusion, students call out excitedly, they are eager to participate or respond, and concern with the task at hand. Conversely, students will be out of order, not behaving as the teacher wishes, and not concerning with the task at hand at the moment is categorized as non-work-oriented confusion. Here is the example:

- T :What do you mean " earliest"
T :What do you mean " earliest"
S : (The students tried to answer at the same time)
T : Yes, X, what do you know " earliest"?
S : Paling pertama, Sir.
T : Yes, paling pertama.

The extract above shows that the work-oriented confusion appeared when the students tried to answer the question from the teacher. The writer also concluded from the observation appeared when the teacher explain the lesson or gave individual assignment to the students. Here is the data about work-oriented.

How does Classroom Interaction Influence the Students Talk

The influence of students talk in classroom interaction include; Students' self-confidence, students participation.

1. Students' Self Confidence

In the classroom, surely can raise students' self-confidence because they will feel respected of being part of the class. Some findings the writer found is:

- T : Danilo, what is your father's job?
S : He is Police, Sir?
T : "A police"! Good, what about others?
S : Businessman, Sir.
T : Yes, "businessman", what else?

From the example above we can see the teachers repeated students' responses after they are asking a question. Therefore, we can say that teachers can use questioning technique to enhance this technique.

2. Students' Participation

From the studied, the writer found that the students were active enough in the classroom interaction. The result showed that students' participation (specific students' responses and open-ended responses) were high enough from the total appearances of interactive type in classroom interaction of students talks. Specific students' response is response to then

teacher within a specific or limited range of available or previously practiced answer like reading aloud, dictation and so on. Students' open-ended response to the teacher with students' own ideas, opinions, reactions, feelings and giving one form among many possible answers that have been previously practiced but from which students must now make a selection. Students are more active in specific responses than open-ended responses.

a. Active Language Use

Activities are the ways of language practicing which are used more: We should make sure that the activity is in fact based mainly on using language. This may sound obvious, but it is surprising how many otherwise excellent language-practice tasks fall into this trap. It is tempting to think that if students, particularly children are happily absorbed in doing a task in an English lesson, they are therefore learning English-but it is not always so. They may, of course, be achieving other equally-or more-important educational objectives, for the sake of which we may opt temporarily, to sacrifice language-learning efficiency

b. Learner Activation

The activities should be designed to concentrate on the students' needs. These activities should also include and involve several subjects and different skills. A well-designed grammar or language skill exercise practice actively, then should be based on a task that has clear objectives and entails the active use to the structure being practiced, and it should maintain learner interest and motivation through careful choice of topic, use of information-gap procedures, role-play, personalization, etc.

Activities is a loose term used to give a general description of what will happen in a class. It is important to realize that we are not concerned here much about items of language; we are talking about what, generally and physically, the students are going to do.

c. Students' motivation

The topic chosen in teaching learning processes such as hobbies and favorite meals gave impact on student's motivation both in responding to the teacher's questions and initiating the interaction. It means that the students were brave and confident enough to initiate interaction with the teacher.

In this session, the result of the research was discussed related to the theories collected in Chapter Two. By the discussion. It can be seen how the theories meet the reality; whether they can fit the reality easily or conversely it they show many different sides of the real classroom interaction.

To study and describe what happens in the classroom, to know classroom teaching and learning and what goes on in a language classroom, we have to gain knowledge about the classroom, classroom interaction, The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom. Teaching

is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts.

For example:

T: Danilo, what is your father's job?

S: He is Police, Sir?

This communication is called "interaction".

It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning.

The teacher initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or with a few target language words they have practiced. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described by Chavez (2016) under the following heads:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

The influence Studies of the classroom, both primary and secondary, have shown that the language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

The dominant pattern of interaction is that of the teacher's question, the student's response and the teacher's feedback. This is commonly found in all classrooms and is typical of classroom exchange. Teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction.

CONCLUSION

Based on the findings and the discussion above, the researcher concluded the following things: 1) The types of classroom interaction two way communications; they are: a) Teacher interaction, b) students interaction, and 2) Teacher interaction can be seen from the teachers' activities such as dealing with feelings, praising, and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- interaction is reflected in students' specific and initiated responses, while student-students

interaction appears in students' discussion or group work during teaching and learning process

SUGGESTION

The researcher suggests the following things: 1) For the teacher; it would be better if the teacher conducts needs assesment in the beginning of every study. It is to identify what his/her students actually need. By doing this, the learning process can be more interesting for the students and 2) For the students; they are recommended to use any types to study in classroom interaction that best suit their needs in learning. They are also recommended to ask their English teacher what they want in learning. By doing so, they help teachers and goverment in achieving curriculum goals.

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