



Implementing Various Interaction Patterns in Teaching English Skills

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ABSTRACT

This study talked about interaction patterns in EFL teaching and learning context which aims to explore types of interaction patterns implemented by the teachers in teaching English skills. The problem in this study was formulated into “what types of interaction patterns do the teachers use in teaching English skills? The research in this study was in a form of qualitative descriptive research. This study conducted research toward three qualified English teachers at Language Development Center of IAIN Padangsidempuan together with the students who study English with them. The instruments used were observation and interview. This study found that there were some interaction patterns applied by the teachers in teaching English skills. In teaching speaking and reading, the teachers often use full class interaction, group work, and pair work. In teaching writing, group work, individual work, and full class interaction are often used. Finally, in teaching listening, pairs and individual work are frequently applied. From these interaction patterns, there are two patterns dominantly used by the teachers i.e. *group work* and *full class interaction*.

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Introduction

There are some reasons why interaction patterns are very useful. First, interaction patterns can affect students' learning success and failure (Amin, 2015). Then, the patterns of classroom interaction can determine students' learning process as well as their achievement (Lestari, 2018). In addition, by having good interaction, students could reach communicative success through exchanging information and sharing ideas with the teachers or among the students (Lyster, 2007). So, Interaction patterns can help students to have different types of activities to reach their learning goals. Regarding the problems about learning English, there are many students who cannot express their idea in English both written and oral form. This problem can be caused by the limited interaction between teachers and students, and students with other students. The problem related to the interaction using English classroom can be solved if teachers and students realize the importance of interaction in the classroom. According to Hardini quoted by Arumawati (2018), interaction plays

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beneficial roles in the classroom to develop students' communication skill and to build up students' confidence in producing languages.

Taking a close look at teaching and learning English in IAIN Padangsidimpuan, all students from all departments and faculties in the first grade are required to take English lesson at the Language Development Center of IAIN Padangsidimpuan from Monday to Friday for one and a half hours. With that condition, teachers face a difficult task: they must create a fun and enjoyable learning environment so that learning is exciting for students. Based on interview result with some teachers, it was known that teachers often faced students' laziness, students' boredom or students' difficulties in understanding English material in the classroom, therefore the lesson sometimes became passive. Then, it was also known that it was hard to get students' attention, so classroom was not communicative. To solve the problem, the teachers tried to make interaction patterns in the classroom such as asking a question to students and let them think for a while to process the question into their mind with their pairs and group members. Then, the teachers should make the class to be fun (by gaming), establish groups, call on each student, and teacher always encouraged students to speak to the teacher and to each other in the class. Thus, interaction patterns played important role in learning

This study reviews some previous research relevant to this research. Julana (2018) found there were several benefits of interaction patterns including supporting them in managing the classes, and students could work and communicate effectively in English. So, interaction patterns bring a success to teaching and encouraging students to speak English during the teaching and learning process. Then, Juniarmi (2019) conducted research about interaction patterns. The research result showed that various learning interaction is really needed to improve students' communication and activeness in learning. Through interaction, students get more chances to expose their communicative ability and understanding of the language. Interaction patterns also help teachers to motivate and encourage students to take part in building their communicative competences.

In addition, Lestari (2018) did research about interaction patterns and she found that there were some types of classroom interaction such as student – student interaction (SS), teacher – student interaction (TS), and student – teacher interaction (ST). There were some roles of teacher – student interaction (TS) like giving instruction, giving explanation, correcting mistakes, translating in L1, requesting, displaying question, giving information, replaying words, and praising. The second, student – teacher interaction (ST), they are student response, student silence, and student confusion. The third, student – student interaction (SS), they are participations and interaction. The next study was research by Ibrahim (2012). The result of the research showed that interactional classes help students develop not only oral and communicative skills, but also sustain students self – confidence. Yet students continue to have difficulties with pronunciation and pragmatic features. The success of classroom interaction relies on the teacher's responsibility. He/she should vary the materials and teaching techniques in order to motivate learners and stimulate their interest.

Moreover, Murtiningrum (2009) also conducted research about this research topic and found that the interaction between the teachers and students was limited on the activities in the textbook. The teacher gave instructions, explained the

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material, and asked questions. The student interacted with the teacher by giving response to the teacher's question and giving initiation. In summary, the interaction among the students happened most of the time; both the teachers and students were aware and understood that interaction was important in English learning.

Regarding the previous related research, this research is different in terms of its data collection technique which is directed to exploring types of interaction patterns through in depth observation. The indicators of interaction patterns that are investigated are also different. This study used interaction patterns proposed by Ur (1996) while other researchers took other indicators. Then, there have been lots of research discussing about interaction patterns, yet only a few study investigated about problems faced and solution done related to its implementation. Therefore, this study explored interaction patterns as well as problems faced and solution done in its implementation.

Related to the research problems, the researcher formulates the research question as follow: (1) What types of interaction patterns do the teachers use in teaching English at Language Development Center of IAIN Padangsidimpuan? (2) What are the problems faced by teachers in applying interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan? (3) How do the teachers solve the problems in implementing interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan? Based on the research problem, there are three objectives of this research namely; to describe types of interaction patterns that teachers use in teaching English at Language Development Center of IAIN Padangsidimpuan, to find out the problems faced by teachers in using interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan, and to know how the teachers solve the problems in implementing interaction patterns in teaching English at Language Development Center of IAIN Padangsidimpuan.

Method

This research was done at Language Development Center of IAIN Padangsidimpuan. This research applied qualitative type of research and implemented descriptive method in analyzing the data. This research chose 3 of English lecturers who teach English at Language Development Center of IAIN Padangsidimpuan as participants. In this research, the researcher used observation supported by interview as data collection technique. In this research, the researcher used Miles and Huberman's theory in analyzing the data which covers data reduction, data display, and conclusion drawing/verification.

Results

1. Interaction Patterns in Teaching English Skills

b. Interaction Patterns in Speaking Activity

From the observation, this study also found some interaction patterns used in teaching some English skills like speaking, reading, writing, and listening. In teaching speaking, the three teachers observed implemented some interaction patterns. They are:

- 1) Full class interaction

It was seen that full class interaction is very often applied when speaking skill is taught to students. One of the examples implemented by the teachers is the time when the teacher (teacher 1) teaches students about *to be going to* material.

Related to this material, the teacher taught the students about *to be going to*, to talk about *future plan*. Then, she asked the students to interview their friends about their holiday in the future. Here is the example of questions to be asked in this activity.

1. *Are you going to go holiday in the future?*
2. *Where are you going to go?*
3. *How are you going to go there?*
4. *Who are you going to go with?*
5. *What are you going to do there?*

Related to this interaction pattern, here is the step implemented by the teacher.

- a) The teacher asked the students to write some question to be asked
- b) The students wrote the questions on their notes
- c) The students walked around the class and did the interview to their friends using the questions and wrote the answers on their notes
- d) The students had to do interview with at least three friends
- e) They were free to ask three of their friends and wrote the answers on their notes.
- f) After the students had interview, they had to report their notes to the students sitting next to them.

2) Group work

In implementing this interaction patterns, there are some steps done by the teacher. They are:

- a) Students were divided into groups with three members.
- b) Every group was assigned to talk and discuss with their group members, for example about *office activities* usually done by the office workers.
- c) The pairs had to write their discussion result on their notebooks.
- d) The result was in a form of lists of sentences about offices activities.
- e) Then, the teacher asked the students to mention the result of discussion.

3) Pair work

This research also found that the teachers always asked the students to work in pairs, specifically in teaching speaking. One of the examples of activities was seen in teaching *day out* material.

Regarding this material, here is the step that the teacher applied.

- a) The teacher asked the students to work in pairs
- b) The students talked to the students sitting next to them
- c) The students take turns asking the questions with their pairs and wrote their answers on their notes.
- d) The teacher did monitoring by walking around the classroom and listened to their speaking practices closely
- e) After the students did speaking practice, the teacher asked the students to report their notes to the students sitting next to them on another side.

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Here are the questions asked by the students.

- a) *Do you often go out?*
- b) *Where do you usually go out?*
- c) *Who do you usually go out with?*
- d) *What do you usually do when you go out?*

c. Interaction Patterns in Reading Activity

In teaching reading, this study also found some interaction patterns used by the teachers. One of the teachers (teacher 1) applied pair work and group work. Then, other teachers applied the similar interaction patterns. In addition, this study also saw that the teachers often applied games in teaching the English skills. Whatever the interaction pattern was, the teachers used games to make the lesson interesting and fun.

1) Pair work

Related to this type of interaction pattern, the teacher asked the students to work with the students sitting next to them. Here are the steps that teachers used.

- a) The students were assigned to read the text individually with a fixed time.
 - b) The students were asked to match between the questions and the answers given from the textbook.
 - c) The students compared their answers with their partner
- After the students had compared their answers, the teacher pointed pair by pair to tell their answers.

2) Group work

In implementing this interaction pattern, the teacher applied a game in comprehending a text and doing some exercises related to the text. Here is the step done by the teacher.

- a) The teacher divided the students into groups with 4 members
- b) The teachers wrote some questions from the reading text and stick it on the wall outside the classroom.
- c) One of the group members went outside and read one questions asked by the teacher (e.g. questions no 3)
- d) The member said the question to other members and they found the answer from the textbook.
- e) The group competed and wrote their answer on the answer sheet (a piece of paper)
- f) The group who answered the question quickly and correctly got higher score than the other groups.
- g) The game continued until all the questions had been answered by the groups

3) Full class interaction

One of the teachers used *full class interaction* in teaching reading. Here is the step applied by the teacher in assigning reading task to students.

- a) The teacher asked every student to read the text from the book.
- b) After the students had read the text, they were asked to write 5 questions in their notebooks with the answers

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- c) The students were asked to stand up and walk around the class and ask the questions on by one to other students.
- d) The students wrote the name of the students who could answer their questions.
- e) The teacher made sure that the answers were correct

d. Interaction Patterns in Writing Activity

Related to writing skill, there are also some interaction patterns that often applied by the teachers at Language Development Center. This data were derived from interview with the three teachers. This study could not find this data from the observation because the teachers did not teach writing skill at that time. Here are the result of interaction patterns that often applied by the teachers.

1) Group work

Here is the step of writing activity using group work interaction patterns that was implemented by the teachers.

- a) Students were divided into four groups with 6 to 7 members.
- b) The whiteboard was divided into four spaces, and each group had one space.
- c) All the students stood in line in front of the board based on their groups
- d) Four themes were written on every space on the board.
- e) Every group member took turn to write a sentence related to the theme given
- f) The group had to make sure that the sentences that they wrote on the board were correct in terms of grammar and coherent in terms of sentences relation.
- g) After all the students had done the writing, the teacher asked the students to do peer correction in which group one did correction to group 2, and group 2 did correction to group 3 and so on.

2) Individual work

Related to individual work, there were some steps applied by the teachers.

- a) Students work individually.
- b) They were given some topics and they chose the interesting topic for them.
- c) The teacher set the time for writing the text.
- d) After the students had done writing the text, the students did peer correction and feedback.
- e) Finally the teachers did final correction to every piece of student's writing.

3) Full class interaction

From the interview result, this study concluded some steps that the students and teachers did when they applied full class interaction in teaching and learning writing.

- a) Students were divided into three big groups and they sit in a big circle, and there were three big circles in the classroom.
- b) Every student provided a piece of paper and wrote a sentence for the opening sentences related to the topic given.
- c) After they had written a sentence, they passed their papers to the students next to their right side.

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- d) The students who got the paper from their friend beside them, they continued writing their friend's sentence and passed the papers again to the next students on their right side.
- e) The papers had to be passed until all the group members had written a sentence.
- f) Finally, the students did peer feedback and correction.

e. Interaction Patterns in Listening Activity

In listening activity, there is only one interaction pattern that always applied by the teachers i.e. *pair work* interaction pattern. Here is the step of its implementation.

- a) The students were divided into pairs
- b) The teachers asked the students to do the listening task from the textbook.
- c) The teachers played the audio and students did the task in pairs.
- d) The teachers pointed pair by pair to say the answers

The short and brief description of interaction patterns used in teaching the four skills can be seen in this table.

Table 2.
Interaction Patterns in Teaching Four English Skills

No	English Skills	Interaction Patterns
1	Speaking	Group work Pair work Full class interaction
2	Reading	Group work Pair work Full class interaction
3	Writing	Group work Full class interaction Individual
4	Listening	Pair work

2. Problems Faced by Teachers in Implementing Interaction Patterns in Teaching English

To get the data related to problems faced by the teachers in implementing those kinds of interaction patterns, observation and interview were conducted by the researcher. Here are the observation and interview results related to the data.

a. Teacher 1

Based on the observation during the teaching, the problems were found in several aspects. The problems were:

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- 1) Related to the *full class interaction* in which the teacher asked the students to walk around to interview their friends. It was seen that the teacher got difficulty in monitoring all students' speaking activity; the teacher did monitoring by walking around the classroom, met students, and listened to students' talking. However, it was observed that even though the teacher did monitoring, there were still some students who did not do the task well. The study saw a few students who made some grammatical mistakes in expressing their ideas. There were also some students who mispronounced some words, phrases, and expressions.
 - 2) Based on the interview with the teacher, in line with the data from observation, it was found and known that the teacher also felt difficulty in monitoring students' speaking while doing mingling activity in full class interaction.
- b. **Teacher 2**
- 1) Similar ideas with the previous teacher, teacher 2 added that asking students to interact in full class interaction and mingling activity is very interesting, but it becomes challenges for the teachers to handle all students talk in one time of action. The teacher had to walk around, listen to and meet the students one by one to make sure they did the activity effectively like producing correct pronunciation, grammar, and structures.
 - 2) In addition to the previous problems, it was observed that teacher 2 also faced difficulty in implementing *teacher talk*. She spent lots of time explaining the concept and made the class tended to be teachers centered. While explaining the grammatical terms and formula, some students did not pay attention to her explanation. However, she did concept checking after her long explanation.
- c. **Teacher 3**
- 1) From the observation result in the classroom, it was seen that teacher 3 faced problems in implementing *choral responses* while asking students to drill some sentences. When the students repeated teacher's sentences chorally some students did not say the correct sentences. In other words, some students mispronounced some words and the teacher did not listened to the mistakes. It means that asking students to do drilling individually is suggested, yet it need more time to apply.
 - 2) Moreover, related to the full class interaction in which the teacher asked the students to walk around to interview their friends. It was seen that the teacher got difficulty in monitoring all students' speaking activity; the teacher did monitoring by walking around the classroom, met students, and listened to students' talking. However, it was observed that even though the teacher did monitoring, there were still some students who did not do the task well. The study saw a few students who made some grammatical mistakes in expressing their ideas. There were also some students who mispronounced some words, phrases, and expressions.

3. How the Teachers Solve the Problems in Implementing Interaction Patterns

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From the three teachers observed, it was known that the problems happened in implementing some types of interactions like *full class interaction*, *teacher talk*, *choral response*, and *individual work*.

a. *Full class interaction*

The problems related to *full class interaction* pattern is the fact that students tended to make some grammatical and pronunciation mistakes while talking to their friends. To solve this problem, the teacher did close monitoring to listen to students' talking and gave direct correction if there were some students who made grammatical and pronunciation mistakes.

In addition, to avoid students' noise during group works and discussion, the three teachers observed always set the time to accomplish the task given. So, it was seen that during group work, all students in the group were busy doing their own task. The teachers also made sure that all students had their own task.

b. *Teacher talk*

The problems related to *teacher talk* pattern are the fact that some students did not pay attention to teacher's explanation while giving some explanation. Some students sometimes were noisy and talked to their friends next to them. To overcome this case, the teacher gave concept checking which means asking students a question at the same time explaining the material. Then, the teachers also said that they sometimes asked students to give examples from the things explained.

c. *Choral responses*

The problems about *choral response* is the fact that not all students repeated what exactly drilled by the teachers. To solve the problem, the teachers asked the students to repeat the sentences, phrases, and words one by one which means doing individual drill. This is in order to make sure that students say the sentences correctly.

d. *Individual work*

Regarding the problems of *individual work*, the teachers said that students sometimes did cheating to their friends. The students did copy paste while doing their work individually. Then, some students were noisy and talked to their friends. To deal with this case, the teachers did monitoring to make sure every student did their job honestly and correctly.

The short and brief description about the problems and solution related to interaction patterns can be known from the table below.

Table 3.
Problems and Solution Related to Interaction Patterns

No	Interaction Patterns	Problems	Solution
1	Full class interaction	students tended to make some grammatical and pronunciation mistakes while talking to their friends	teacher did close monitoring to listen to students' talking

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2	Teacher talk	some students did not pay attention to teacher's explanation	teacher gave concept checking which means asking students a question at the same time explaining the material
3	Choral responses	not all students repeated what exactly drilled by the teachers	teachers asked the students to repeat the sentences, phrases, and words one by one
4	Individual work	students sometimes did cheating to their friends, students were noisy and talked to their friends	the teachers did monitoring to make sure every student did their job honestly and correctly

Conclusion

There are three main conclusions elaborated in this study. The conclusion is related to types of interaction patterns used in teaching English, how they are implemented, problems faced and solutions done by the teachers.

Regarding types of interaction patterns, there some interaction patterns used by the teachers namely; *group work*, *close ended teachers questioning*, *open ended teachers questioning*, *individual work*, *choral responses*, *full class interaction*, *students initiate and teachers answer*, and *teachers talk*. However, there is one type of interaction pattern that has never been implemented by the three teachers observed i.e. *self-access*. It is also concluded that the three teachers apply group work and collaboration dominantly in teaching English.

Related to problems faced by the teachers, this study concludes that the problems are dominantly seen in using group work and full class interaction. Related to the implementation of group work and full class interaction, the teachers often faced problems in monitoring students' work. Students tend to make noise and do something not related to the discussion if the teachers do not monitor the activity.

Finally, related to solutions done to solve the problems, this study concludes monitoring is the best solution to avoid problems in implementing group work and full class interaction. Then, giving close and open questions is also another way to manage students' attention during teachers' talk.

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