An Analysis of Classroom Interaction in an International Class of Chemistry Department of Universitas Negeri Padang

A Thesis

Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of Education(B.Ed) in English Language Education

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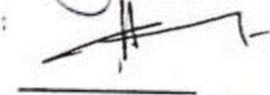|	
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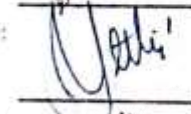
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ABSTRAK

Fuad Nabil Adzanil, (2022): **Analisis Interaksi Kelas di Kelas Internasional Kimia Universitas Negeri Padang**

Interaksi yang berlangsung selama kegiatan di kelas sangat penting pada kelas IPA, khususnya Kimia, karena dapat mendorong keterlibatan mahasiswa dalam rangka mengembangkan pengetahuan mahasiswa selama proses pembelajaran. Dikarenakan kelas Internasional menggunakan bahasa Inggris sebagai bahasa pengantar, mahasiswa diharapkan dapat berinteraksi dengan berbahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana interaksi yang terjadi dalam proses pembelajaran dan bagaimana sikap mahasiswa terhadap interaksi di kelas. Penelitian ini melibatkan 27 mahasiswa Kelas Internasional Jurusan Kimia UNP. Desain penelitian ini menggunakan metode deskriptif. Rekaman video berupa transkrip, angket, dan wawancara digunakan untuk mengumpulkan data. Data dianalisis dengan cara observasi dan deskripsi statistik. Hasil penelitian menunjukkan bahwa kategori yang mendominasi dari masing-masing pola, yaitu Dosen-Mahasiswa menunjukkan kategori *Questioning*, Mahasiswa-Dosen menunjukkan kategori *Response*, dan Mahasiswa-Mahasiswa menunjukkan kategori *Response*. Dalam *Questioning* dan menjelaskan materi, dosen dominan menggunakan bahasa Inggris dalam proses pembelajaran. Mahasiswa menunjukan interaksi dengan menjawab pertanyaan-pertanyaan dosen. Interaksi mahasiswa-mahasiswa terlihat sedikit dalam pembelajaran. Selain itu, mahasiswa menunjukkan sikap positif terhadap interaksi kelas, sehingga interaksi antara dosen dan mahasiswa dapat diimplementasikan dalam proses pembelajaran.

Kata Kunci: Interaksi Kelas, Sikap Mahasiswa, Kelas Internasional

ABSTRACT

Fuad Nabil Adzanil, (2022): An Analysis of Classroom Interaction in International Class of Chemistry Department at *Universitas Negeri Padang*

The interaction that takes place during classroom activities is crucial in science classes, especially Chemistry because it encourages students' involvement and engagement in order to promote students' knowledge during the learning process. Since International Class uses English as the medium of instruction, students are expected to interact in English. The purpose of the research is to find out how the interactions take place in the learning process and what is the students' attitude toward classroom interaction. This research involved 27 students of the International Class in Chemistry Department UNP. The design of the research was using descriptive method. Video recordings in the form of transcripts, questionnaires, and interviews were used for the data collection. The data were analyzed by observation and descriptive statistics. The result revealed that the dominating category of each pattern, such as Lecturer-Students indicated the questioning category, Students-Lecturer indicated the response category, and Student-Student indicated the response category. In questioning and explaining the material, the lecturer dominantly used English in the learning process. The students showed interaction by responding to the lecturer's questions. The student-student interaction showed less in the learning. Moreover, the students showed a positive attitude toward classroom interaction, so the interaction between the lecturer and the students can be implemented in the learning process.

Keywords: Classroom Interaction, Students' Attitude, International Class

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Lastly, the researcher realizes that this thesis is not perfect yet. However, the researcher hopes this thesis can be useful for the researcher himself and for all people in general. Therefore, the critics and comments are useful for the writer to improve this thesis from the weaknesses.

Padang,   November 2022

Fuad Nabil Adzanil

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LIST OF ABBREVIATIONS

FIACS   Flanders Interaction Analysis Category System

UNP   *Universitas Negeri Padang*

EMI   English Medium Instruction

CLIL   Content and Language-Integrated Learning

L-S   Lecturer-Students Interaction

S-L   Students-Lecturer Interaction

S-S   Student-Student Interaction

EN   English

IN   Bahasa Indonesia

CHAPTER I

Introduction

1.1. Background of the Problem

Classroom interaction refers to some actions taken by a lecturer and the students in the classroom setting. In Science class, the interaction that occurs in classroom activity is important because it stimulates the students' involvement and engagement in learning, which helps improve students understanding through the learning process. Chin (2006) in her research stated that lecturer-students and student-student interactions are a major source of information intake for students learning in a classroom setting, especially in science. In a brief example, the lecturer stimulates the student's thoughts and ideas by questioning in the middle of explaining the material. It becomes an important part of the teaching-learning process, as Brown (2000: 165) stated that interaction will lead the students in the classroom by allowing them to share their thoughts, feelings, and ideas. This statement shows the importance of interaction in classroom activity. The interaction commonly happens between lecturer and students when the lecturer provides guidance, explanation, and assesses students' understanding (Yanfen and Yuqin, 2010: 76). The lecturer, as the provider of guidance and learning in the classroom, is required to have the desire to lead interaction and the ability to educate and interact with the students (Brookfield, 2015).

Unfortunately, there are still many issues about classroom interaction that have to be considered by the lecturer. Based on the researcher's brief observation, there is a tendency for the lecturer dominates the classroom activity. For example, the lecturer talks too much explaining the material without giving the students chance to participate. It is s by Behtash and Azarnia (cited in Winarti, 2017) in their research that teacher's talk accounted for around 75% of class time, whereas student talk accounted for less than 20%. The previous study showed that teacher is overly active in class rather than students.

The other problem is the tendency of students that are afraid to interact in the classroom activity. The Chemistry Department is one of the departments at *Universitas Negeri Padang* that operates the International Class Program for the students. In implementing the national education system, *Universitas Negeri Padang* is prepared to ensure access to education, improved quality, relevance, and efficiency of education management in order to meet the changing demands of local, national, and global life, as well as requirements for the ability to compete in national and international levels (Taken from *Universitas Negeri Padang* Students Handbook, 2018). In International Class Program, the class uses English as medium of instruction during the teaching and learning process. The interaction that happens in class is probably bilingual (English and Bahasa Indonesia). Since Chemistry Major is a non-English Major, it is assumed that some of the students are afraid to interact in class using English because they are afraid of making mistakes in expressing their

opinions (Dharmawati, 2020). Furthermore, in Patau's research (2020), students are afraid of being laughed at by their friends or scolded by the teacher.

If these issues still happen in classroom activity, it might affect students' attitudes in the learning process. As brown (2000) pointed out that attitudes may be improved when students are given opportunities to interact in the classroom activity. If the interaction can be carried out properly, the students will show a positive attitude in the learning and eventually will help students to understand more in the learning, especially in chemistry subject which needs the involvement of interaction in the learning activity in order to gain students' understanding on the subject. In order to generate a positive attitude among students, Lecturer should respect students' feelings, praise, and accept students' ideas in order to show interaction with them instead of lecturing, so students may be encouraged to begin conversations rather than just replying to the lecturer (Asbah & Rajiman, 2015). Thus, the role of interaction in classroom activity is essential.

Considering the phenomena above, the researcher wants to study how the interaction takes place between lecturer-students, student-lecturer, and student-student and how students' attitudes toward classroom interaction in the International Class of Chemistry Department at Universitas Negeri Padang. The reason the researcher takes International Class Students as research subjects is because International Class Students are educational students who are required to compete on an international scale. Especially in the Chemistry

Department, the students must have the competence to plan, identify, evaluate, and apply chemistry lessons that will be taught later. Therefore, the role of interaction is very necessary in order to improve students' understanding so that they have the competencies needed to compete on the international level.

The researcher considers many studies discussed classroom interaction, whether at the high school level or university level. However, the studies mostly just focus on the characteristics of the interaction. As in the previous research revealed that the most common category used by the lecturer is asking questions and explaining, whereas students use response (Laelatunnuro, Adiantika, & Charisma, 2021). Another research shows that explaining, giving directions, and criticizing are types of teachers' categories in classroom interaction, while students' initiation is the type of students' category in classroom interaction, especially when expressing their own opinions (Utami, 2020). In addition, the researcher also wants to find out the students' attitudes that show through classroom interaction in this research. Thus, this variable will be the gap from the previous studies.

Based on the background above, the researcher carries out research under the title **"An Analysis of Classroom Interaction in an International Class of Chemistry Department of *Universitas Negeri Padang*."** This research will adopt Flanders Interaction Analysis Categories System (FIACS). The Flanders Interaction Analysis Category System is an observing instrument, conducted by Flanders (1970), to identify lecturer-students, students-lecturer, and student-

students interaction in the classroom and help the researcher to find out the type of students' attitudes on classroom interaction.

1.2. Identification of the Problem

Based on the background, the researcher identifies the problem in this research as the lecturer mostly dominates the class without leading any interactions with the students. Lecturer just delivers the material overly or just assigns the students some tasks. Consequently, most of the students are afraid of being scolded by the lecturer. They are afraid to ask questions and just remain silent during the lecturer's explanation. This problem may influence students' attitudes and understanding of learning because students have less chance to interact. Regarding the problem above, the researcher reflects on the importance of classroom interaction involved in the teaching-learning process. In addition, International Class which is considered the superior class uses English as the instruction language in the teaching-learning process. For some reason, most international students are considered afraid to interact in classroom using English because they are worried about making mistakes when expressing their thoughts. These issues are also caused by the factors of English as the Foreign Language, where English is not commmonly used in daily conversation. This convinces the researcher to analyze how interaction takes place in international class and how the students' attitudes towards classroom interaction.

1.3. Limitation of the Problem

In this research, the researcher wants to analyze the classroom interaction that occurred in the International Class of Chemistry Department at *Universitas Negeri Padang*. To analyze it, the researcher pays attention to the interaction during the learning process using Flanders Interaction Analysis Category Systems. Then, the researcher also wants to find out the attitude of the students toward classroom interaction whether it is positive or negative. This research involves the students of the Chemistry Department's International Class academic year 2020/2021 at *Universitas Negeri Padang*.

1.4. Formulation of the Problem

Based on the background, the researcher formulates a general question: How does the classroom interaction take place in classroom activity and what is the students' attitude occurs in classroom interaction?

1.5. Research Questions

To be more specific, the research questions are formulated as follows

1. How does the interaction take place between lecturer-students, students-lecturer, and students-students in the International Class of Chemistry Department at UNP?

2. What is the learning attitude performed by the students in the classroom interaction in the International Class of Chemistry Department at UNP?

1.6. Purpose of the Research

The purposes of the research are to find out:

1. The interaction that occurs between lecturer-students, students-lecturer, and students-students in the classroom activity.

2. The learning attitude performed by the students in the classroom interaction

1.7. Significance of the Research

The classroom interaction between lecturer-students, students-lecturer, or students-students may influence students' attitudes that will benefit the achievement of teaching-learning objectives in particular and the objectives of education in general. This research is conducted to find out the interaction that happens in classroom activity and whether the students of the International Class of Chemistry Department UNP have a positive or negative attitude (learning behavior) during classroom interaction. This research may help the lecturers, especially in Chemistry Department, refer to how to conduct better learning methods in classroom activity so that students can improve their motivation to gain learning achievements.

1.8. Definition of the Key Terms

For the clarity of terms related to the research development, the definitions are given below:

a. Classroom Interaction is the interaction between lecturer and students, and among students in the classroom activity.