

**An Analysis of Classroom Interaction in International Classes of Economy
Department of Universitas Negeri Padang**

A Thesis

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(B.Ed) in English Language Education*



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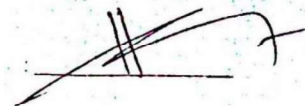
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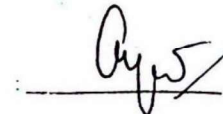
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ABSTRAK

Aldioni Marchelda, (2024): Analisis Interaksi Kelas di Kelas Internasional Ekonomi Universitas Negeri Padang

Interaksi di dalam kelas melibatkan komunikasi antara guru dan siswa, serta di antara para siswa itu sendiri, di dalam lingkungan kelas. Interaksi ini dapat secara signifikan mempengaruhi sikap siswa, baik secara positif maupun negatif, khususnya di Kelas Internasional di Departemen Ekonomi. Tujuan dari penelitian ini adalah untuk mengeksplorasi dinamika interaksi antara dosen dan mahasiswa (L-S), mahasiswa dan dosen (S-L), dan antar mahasiswa (S-S), serta untuk menilai sikap mahasiswa terhadap interaksi tersebut di Kelas Internasional Jurusan Ekonomi Universitas Negeri Padang. Penelitian deskriptif kualitatif ini dilakukan di Kelas Internasional Jurusan Ekonomi. Alat penelitian yang digunakan adalah observasi, kuesioner, dan wawancara. Data dianalisis dengan mengklasifikasikan kategori-kategori tertentu dalam setiap pola interaksi dengan menggunakan Flanders Interaction Analysis Categories System (FIACS). Penelitian ini melibatkan 28 mahasiswa dan 3 dosen. Dari empat sesi yang diamati, hasil penelitian menunjukkan bahwa pola interaksi yang dominan adalah bertanya dalam interaksi dosen dengan mahasiswa, menjawab dalam interaksi mahasiswa dengan dosen, dan bertanya antar mahasiswa. Teknik diskusi kelompok yang digunakan dalam proses pendidikan secara signifikan mempengaruhi pola-pola ini. Selain itu, para mahasiswa menunjukkan sikap positif terhadap interaksi di dalam kelas, dengan menunjukkan antusiasme dan keinginan untuk mengekspresikan dan mempertahankan ide dan pemikiran mereka secara mandiri.

Kata kunci: Interaksi kelas, Sikap mahasiswa, Kelas International

ABSTRACT

Aldioni Marchelda, (2024): An Analysis of Classroom Interaction in International Classes of Economy Department of *Universitas Negeri Padang*

Classroom interaction involves communication between the teacher and students, as well as among the students themselves, within the classroom setting. These interactions can significantly influence students' attitudes, either positively or negatively, particularly in International Classes within the Economy Department. The objective of this research is to explore the dynamics of interaction between lecturers and students (L-S), students and lecturers (S-L), and among students (S-S), and to assess students' attitudes towards these interactions in the International Classes of the Economy Department at Universitas Negeri Padang. This descriptive qualitative study was carried out in the International Class of the Economy Department. The research tools used were observation, a questionnaire, and interviews. Data were examined by classifying specific categories within each interaction pattern using the Flanders Interaction Analysis Categories System (FIACS). The study included 28 students and 3 lecturers. Over four observed sessions, the results showed that the predominant interaction patterns were questioning in lecturer-to-student interactions, responding in student-to-lecturer interactions, and questioning among students. The group discussion technique used in the educational process significantly influenced these patterns. Furthermore, the students displayed positive attitudes towards classroom interactions, showing enthusiasm and a desire to express and sustain their independent ideas and thoughts.

Keywords: Classroom Interaction, Students' Attitude, International Class

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The researcher acknowledges that this thesis is not yet perfect. Nevertheless, it is hoped that it will be beneficial to both the researcher and others. Consequently, any criticism and feedback will be valuable for addressing its shortcomings and making improvements.

Padang, May 2024

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LIST OF ABBREVIATIONS

FIACS	Flanders Interaction Analysis Category System
UNP	<i>Universitas Negeri Padang</i>
EMI	English Medium Instruction
L-S	Lecturer-Students Interaction
S-L	Students-Lecturer Interaction
S-S	Student-Student Interaction

CHAPTER I

Introduction

1.1 Background of the Problem

Classroom interaction is the interaction that takes place in a classroom between a lecturer and students or between the students themselves. Any activities that take place in a classroom, including both verbal and nonverbal interactions, are included in classroom interaction. According to Brown's definition (2000), "Interaction" is the cooperative interchange of thoughts, feelings, or ideas between two or more people that has a reciprocal impact on one another. (p. 165). This statement demonstrates the significance of classroom interaction. Hence, classroom Interaction is crucial thing in order to boost student engagement in the teaching and learning process and improve comprehension of the course material. For example, Students respond to the lecturer or ask questions in response to questions in order to stimulate their ideas and thoughts or to engage actively in the session either between Lecturer-Student (L-S), Student-Lecturer (S-L), and Student-Student (S-S). Lecturers must give students lots of opportunities to initiate interactions with other students. Cullen (1998) stated that "excellent teacher talk means less teacher talk" (p. 179) since excessive teacher talking may prevent students from speaking.

Universitas Negeri Padang established international class program for students, and one of them is in the Economics Education study program, Faculty of Economic and business, in order to generate more graduates who can speak English fluently and actively and can compete at the national and international levels. Universitas Negeri Padang Student Handbook 2018 outlines that the international class will use English as the medium of instruction throughout the learning and teaching process, with the possibility of multilingual interaction between English and Indonesian.

However, the dominance of teachers in the classroom interactions is still a problem that occur. A research by Behtash and Azarnia (cited in Winarti, 2017) stated that teacher talks accounted around 75% of class time, while the students talk accounted less than 20%. This research demonstrate that teacher still dominate the classroom interaction. This can cause various negative effects on students. According to Elliot (1980), teacher dominance in classroom interactions can have a negative impact on student motivation and learning. The issue of lecturer domination in classroom interaction is a common problem in higher education institutions. This problem has been identified and discussed in several studies. A study by Adzanil, Fuad Nabil (2022) investigated about classroom interaction in a Chemistry Department at *Universitas Negeri Padang*. The study found that students struggled with English-based

teaching, despite actively participating in the learning process. In the context of International Class of Economy, a study by Nofrizal et al. (2021) investigated the dynamics of classroom interaction in economics classes at *Universitas Negeri Padang*. The study found that lecturers dominated classroom interaction, and students had limited opportunities to participate actively in discussions. Similarly, a study by Fitriani (2019) also examined about the classroom interaction in Economic class at *Universitas Negeri Padang* which found that the lecturer's style of teaching and lack of student-centered learning activities contributed to the issue of lecturer domination in classroom interaction. Furthermore, a study by Yunisrina and Nufus (2017) also investigated the issue of classroom interaction in economics classes at *Universitas Negeri Padang*. The study found that the lecturer's use of lecture-based teaching methods and limited opportunities for student participation resulted in low levels of student engagement.

In the context of the International Class of Economy, it's crucial to address the potential impact of classroom interactions and students' attitude. Students who feel unheard or uninvolved in classroom interactions tend to lose interest in learning which may affect their academic performance. A lack of understanding by students is also one of the negative effects of teacher dominance in classroom interactions. For instance, a study by Paquette (2016) found that interpersonal

interaction could decrease when there was a lack of interaction between students with faculty and classmates, resulting in student dissatisfaction. Another study by Smith et al. (2019) found that teaching style and learning behavior have a significant effect on learning achievement in the economy department. Additionally, a study by the APA (2023) found that low self-esteem or lack of confidence leaves students doubting their ability to succeed, making them hesitant to engage in learning or take appropriate academic growth risks. Lecturer dominance can create a situation where students do not have the opportunity to clarify their understanding or ask questions. This can hinder students' understanding and can affect their academic performance.

Overall, these studies suggest that the problem of lecturer domination in classroom interaction is prevalent in economics classes at *Universitas Negeri Padang*. The issue can be attributed to the teaching style and lack of student-centered learning activities. Addressing this problem requires a shift towards more interactive and student-centered teaching approaches.

However, the attitudes of the students toward the learning process may be impacted if these problems continue to occur in classroom activities. Based on researcher's interview with one of the students of International Class of Economy 2022 of *Universitas Negeri Padang*, there some students who have positive attitudes and negative attitudes

during classroom interaction. As Brown (2000) noted, when students have the chance to contribute during a classroom exercise, attitudes may improve. If the interaction is conducted properly, students will engage in learning with a positive attitude and will eventually learn more. This is especially true for the subject of Economy, which requires the inclusion of interaction in the learning activity in order to increase students' understanding of the subject. The lecturer should respect students' feelings, give them praise, and accept their ideas in order to interact with them rather than lecturing in order to encourage students to start conversations rather than just respond to the lecturer (Asbah & Rajiman, 2015). This will help students develop a positive attitude toward learning. As a result, interaction plays a crucial part in classroom activities.

In line of the previously mentioned issues, the researcher intends to focus on how the interactions occur between lecturers and students, and between students, and how students' attitudes toward classroom interaction in the International Economy class at *Universitas Negeri Padang*. The reason why researcher used International Class Students as a study subjects is because International Class Students are academic students that are expected to compete on an international level. The ability to plan, evaluate, and apply subjects that will be taught later in the economy department is especially important. As a result, interaction plays

a crucial role in helping students understand subjects and develop the skills essential to compete on an international level.

In fact, the issue of classroom interaction has been studied extensively by many researchers in the field of education. These studies have explored various aspects of classroom interaction, including the role of the lecturer, student participation, and teaching methods, among others. A study by Fauzi (2016) examined the impact of classroom interaction on students' critical thinking skills in an English as a Foreign Language (EFL) context. The study found that classroom interaction had a positive impact on students' critical thinking skills and that a more interactive approach to teaching was beneficial in promoting students' learning outcomes. Similarly, a study by Akbari and Gharibeh (2017) investigated the role of classroom interaction in promoting speaking skills among EFL learners. The study found that a student-centered approach to teaching, which encouraged active participation and interaction, was effective in promoting speaking skills among learners. Also, Winarti (2017), who conducted "Classroom Interaction: Teacher and Student Talk in International Class Program (ICP)", and discovered that the area in which teachers utilized their skills most frequently was asking questions. The category that students utilize the most is the response. This study revealed that lecturers talked a lot in order to get the class to

participate since occasionally students were reluctant to start conversations rather than patiently waiting for the teacher to speak. The findings of Ayunda et al. (2021) and Purba et al. (2018) investigation were consistent with one another.

Based on the previous context, the researcher's study is titled "**An Analysis of Classroom Interaction in an International Class of the Economy Department of Universitas Negeri Padang.**" This study used the FIACS or Flanders Interaction Analysis Categories System. The Flanders Interaction Analysis Category System is an observational tool developed by Flanders (1970) to identify interactions between lecturers and students, between students and lecturers, and between students in the classroom, and silence. Also, to assist researchers in determining the types of attitudes that students have toward classroom interaction.

1.2 Identification of the problem

Based on the background of the research, the researcher determines the issue in this study based on the background as the lecturer mainly dominate the class with lack of classroom interaction. Lecturer just delivers the material overly or just assigns the students some tasks. As a result, the majority of students are worried about getting in trouble with the lecturer. They choose to keep mute throughout the lecturer's explanation because they are hesitant to ask questions. Due to the lack of interaction, this issue

may affect students' attitudes and understanding of learning. In light of the mentioned issue, the researcher considers the importance of classroom interaction in the teaching-learning process. Additionally, English is used as the instruction language in the teaching-learning process in the International Class, which is regarded as the better class. Due to various reasons, many international students are often hesitant to participate in classroom interaction using the English language due to their fear of making errors when expressing their thoughts. The fact that English is a foreign language, where it is not frequently used in everyday conversation, is another element contributing to these problems. This persuades the researcher to examine how classroom interaction occurs in international classes as well as the attitudes of the students toward it.

1.3 Limitation of the problem

In this research, the researcher wants to examine how classroom interaction occur in Economy Department's International Class at *Universitas Negeri Padang*. The researcher uses Flanders Interaction Analysis Category Systems to focus on the interaction that occurs during the learning process. The researcher also wants to know whether students have a favorable or negative attitude about in-class engagement. Students from the International Classes of the Economy Department's academic year

2022–2023 and 2023-2024 at *Universitas Negeri Padang* are involved in this study.

1.4 Formulation of the problem

The researcher develops a broad inquiry in light of the background: How does classroom interaction occur during classroom activity and what is the attitude of the students during classroom interaction?

1.5 Research Questions

The research question might be expressed as follows, taking consider the issues mentioned in the background:

1. How does the interaction take place between lecturer-students, students-lecturer, students-students, and silence in the International Class of Economy Department at UNP?
2. What is the learning attitude performed by the students in the classroom interaction in the International Class of Economy Department at UNP?

1.6 Purpose of the Research

The purposes of the research are as the following:

1. To analyze the interaction that takes place during a class activity between the lecturer and the students, the students and the lecturer, students-students, and silence.

2. To observe the attitudes of the students based on classroom interaction

1.7 Significance of the Research

Students' attitudes may be influenced in the classroom through interactions between lecturers and students, between students and other students, or between lecturers and other students, which will help accomplish educational goals in general and teaching-learning goals in particular. The purpose of this study is to investigate the interactions that take place during classroom activities and the attitudes (learning behaviors) of the International Class of Economy Department UNP students. This study may aid lecturers, particularly those in the Economy Department, in referring to improved teaching techniques to use in class activities to increase students' willingness to learn new material.

1.8 Definition of the Key Terms

Below are definitions of terminology used in the study development for clarity:

1. Classroom interaction is an interaction that occurs between lecturer and students, students and students in the classroom activity
2. Attitude is simply the way of respond something positively or negatively

3. An observational technique called the Flanders Interaction Analysis Category (FIAC) is used to observe lecturer and students' interaction in the classroom.