



**THE ANALYSIS OF LECTURERS' ROLE IN FORMING CLASSROOM
INTERACTION AMONG STUDENTS: A CASE STUDY AT SMARATUNGGGA
BUDDHIST STUDY COLLEGE**

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Abstract:

The importance of classroom interaction in EFL (English as a Foreign Language) instruction is occasionally lost on educators. The interaction in the classroom is crucial to assimilating and embracing the target language. As a result of successful information transfer from the teacher to the students, good contact can lead to an increase in students' language acquisition. Because the focus of the classroom interaction study is on how interlocutors make meaning of one another's contributions, the findings can be used as a diagnostic tool to identify issues with discourse management and crucial occurrences that learners confront. Researchers used qualitative methods, including discourse analysis and case studies. Smaratungga Buddhist College Study College was conducted this investigation. The researchers anticipate that learners will be motivated and inspired by the interactional situation. This study focuses on how the teacher creates interaction in the classroom. The success of all outcomes depends on how well students interact. Researchers agree with their actions while they are interacting with the teacher or one another.

Keywords: case study, classroom interaction, EFL learners., project based learning

INTRODUCTION

This study aims to analyse lecturers' role in forming classroom interaction among students. One of the most crucial abilities in learning a new language is speaking. Some experts believe it to be the four skills' most challenging one (Williyan, 2020). The majority of classroom exercises usually concentrate on artificial and mechanical grammar issues that have no real-world application (Nurpahmi, 2017). Both the speaker and the listener must contribute well for the

conversation to be successful. The speaker must directly communicate their words and the "information" they need to convey to the listener in order to have a good discussion (Yusro et al, 2020). On the other hand, the speaker may not always be aware that his conversational contributions are not pertinent. Consequently, this is about more than simply the language's structure; it also gets to the implicit meaning.

Additionally, speech is frequently taught without explicitly addressing how closely related it is to the social situation. As a result, while doing well in the language classroom, children are frequently frustrated because they cannot comprehend or be understood by others. The purposes why the lecturers (English Lecturers) need to pay attention the function classroom interaction are 1) the teachers or educators are able to understand the qualities of students' understanding about the use of target language. 2) The students are provided the chances to deliver something among them. 3) The planning, preparation, and teaching of lessons that are designed to achieve particular student goals are the core concerns of the classroom teacher. The teachers do reflection to students or learners in mastering English by providing the question, direction, command, and something related to interaction activity in the classroom (Gardner, 2019) and (Rasmitadila et al, 2020).

The role of classroom interaction in EFL (English as Foreign Language) is sometimes becoming part of language learning teaching aspect ignored by educators. Classroom interaction involves teacher and students as interaction in using target language. In the classroom, communication is mostly initiated and maintained by the teachers (Williyan, 2019). They, as a key holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production. Their perspectives related to language classroom practices need to be discovered to comprehend what actually happens in the classroom (Sundari, 2017). Example of the activities related to classroom interaction.

***Lecturer:** good afternoon, how was your life my beloved students? Do you feel spirit in learning all students? And have you prepared our lesson?*

***Students:** yes mam good afternoon. We are in great time and chance mam, and you mam? Because today is the fourth meetings, we feel spirit cause of your motivation. Sure we have prepared all the subjects. (EX-1)*

The conversation above is the example of students and lecturers about something. In doing interaction to students, lecturer tries to have simple greeting and provides the question like the condition of students. After lecturer gives the questions, the students also answer as well as possible. They have explanation answer that shows students are in good mood. It means students are ready to have lesson. Regarding the kind of questions, the transcript EX-1 is the question about greeting and asking the information. Lecturer asks the students if students have preparation or not in that class. Sari et al (2018) the activities of students will be mentioned that students have master in mastering target language if they can discuss or have communication in that language. In this case, analysis of classroom interaction is becoming the unique part to be comprehended. The educator should be able direct, manage, and provide the chance the students to use target language in communication.

Classroom interaction plays a significant role in accepting and absorbing the target language. The result of good interaction can increase students' language acquisition as the information is successfully transferred from the teacher to the students (Fitriarti and Agatha, 2020). In addition, a good interaction can create a good relationship between the teacher and the students.

The result of classroom interaction study can function as a diagnostic tool to reveal problems of discourse management and critical incidents encountered by learners through its emphasis on how interlocutors make sense of each other's contribution. There are two types classroom interaction: learner-centered learning and teacher-centered learning. Learning-centered approach allows students to be more actively participate both inside and outside classroom so that they can do larger role in learning process (Fitrianti and Agatha, 2020). The role of the teacher is as a guide or instructor who facilitates the learning and teaching process.

Nasir, et al (2019) the classroom interaction in teaching and learning process becomes an interesting discussion in the English class. This case is described as the actual and factual of learning result that students have. Teacher and student have the important role in EFL class, the teacher as initiator to lead the class discussion while the student as participator that give respond about the material, from the way of interaction both of them it was possible classroom interaction emerge.

Besides all the statements and examples have been discussed before, researcher describe and predict the classroom interaction that has been conducted by the lecturer coming from Smaritungga Buddhist College in English class. The researchers did observation and asked the document (transcript of students' speaking). The observation was conducted to have information about how classroom interaction occurring in that English class. The information shows:

The lecturer: Hello, good morning, how are you?

Students: yes, hello good morning, I am great and happy Sir, and you?

Lecturer: yes I am in wonderful chance, thanks so much. Well now I ask you to stand up and hold your shoulders to have warming up.

Students (the most of students follow the instruction given by lecturer). (EX-2)

Teaching in the class is not only how the lecturers transfer knowledge to learners, but also the educator should be able to direct, organize and become the class to be more active. Sundari (2017) investigated that classroom interaction can occur due to the interaction between learners and educators. As educators in the class, lecturers should be able to guide and practice by using target language (TL), in this context is English. Nashruddin and Putri (2020) claim that classroom interaction focuses on teachers' ability to plan, and deliver the lessons. Besides that teacher are able to control students' behaviors. However, on others hands, Ginting (2017) defined classroom interaction as the place used to interact the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other.

The practice of classroom interaction aids in the growth of the two crucial language abilities of speaking and listening among students. With the use of this tool, the student can develop their critical thinking skills and express their opinions with their peers (Smith and Higgins, 2006). Regarding the statement delivered by the experts can be comprehended that classroom interaction is defined as the activities that educator and student are conducting in the classroom. The interaction here means about simple question like giving information, giving advice, greetings and etc. This interaction allows teachers to more easily manage the class. Researcher provides the key words to summarize the understanding of classroom interaction as follow: communication verbal and non-verbal, conversation, stimuli, responds, and class management.

Nguyen and Santagata (2021) claim there two kinds of classroom interaction, those are: verbal contact is the communication in the classroom by spoken form. The purposes of the activities are to deliver messages, knowledge, orders and orders through the spoken words. For

instance, interaction between students and lecturers in conversation, having interview, debate, and presentation. Besides that, the expert mentioned above explained non-verbal interaction is the speakers or someone delivers messages by symbol, the act of body movement and etc. Most of students and educators agree to do this activity. In addition, discussion about classroom interaction, many experts are trying to provide description the meaning of teachers' role in managing this point.

According to Kumpulainen and Wray (2003) teacher or lecturer has the most important role to make classroom interaction actively especially in teaching and learning process, for example teacher provides students to prepare the lesson by talking "*well all students, have you learnt about something I explained last week?*". In this category, lecturer has a simple question to students before learning and teaching will have been conducted.

Khoiriyah and Mujiyanto (2022) describes classroom interaction is able to help teacher and students who are coming from EFL (*English as Foreign Language*) in mastering speaking. It means analysis of classroom interaction has some advantages – students apply the function of language learnt, it can be used to have strengthen the social relationship. By doing good interaction, learners are able to improve the usage of language especially English function in conducting discussions, skits, joint problem-solving tasks, or dialogue journals.

In addition, Fitriati et al (2017) explained that since questions can increase students' attention and engagement in a session, it is crucial for teachers to use these tactics when asking students questions in order to generate verbal responses. Apriani and Diana (2018) using questioning techniques, teachers can help pupils understand what they are being asked. The reason why students are quiet is probably because they don't know how to respond to the question or don't understand what was said. The solutions to these issues can be found by teachers by using inquiry techniques. It can motivate pupils to talk boldly by encouraging them to respond and assisting them in organizing their utterances.

The instructor needs to provide additional reinforcement that can pique students' interest in the subject being covered (Gustems et al., 2019). Other students should respond or comment on the topic or statement that was asked; after responding or commenting, the student provides the teacher the opportunity to respond. Since it shows that the teaching and learning processes are participatory and enable the students to pay close attention to the lesson, the multi-way traffic interaction pattern is viewed as the ideal interaction established by the teacher and pupils.

Like wise, the purposes of teaching are not only students can comprehend and master the material but also they need to have collaboration among them (Sharma, 2020). As the lecturers, they must create or apply learning model related students centre activities. According to Allen & Bickhard (2022) identifies that the process of learning and teaching, educators (lecturers) need to increase students more active. The conduction, lecturers should provide the project in small group. The purposes of it to give students chances and ideas in delivering the ideas or interaction.

Interaction between students and lecturers are about happen naturally if that activities are done when they have jobs or projects (Amineh and Asl, 2015). This research has two classes, those are English class in Jinarakkhita and Smaratungga Buddhist Study College especially for first semester.

Chen and Yang, (2019) the use of project based learning model enable students have interaction among them. Here, students are provided time and apportunities to build their own knowledge and analyze their learning tasks, which will boost motivation and self-efficacy. Nilsson (2020) the project given to students will provide students chances to have conversation because they must present or deliver the material. On the other words, it can be described that by

project students must have big effort or responsible to say something. The job educators here is how to control and direction.

METHODOLOGY

Following Willliyan (2019), researchers applied qualitative, especially discourse method and case study. This research was Smaratungga Buddhist College Study College. This place was used due to can facilitate researchers to investigate, observe and control the conditions of the research site. The research participant were students coming from Smaratungga which has number 25 students (EFL).

The audiovideo recordings of four English lessons were used to gather the study's data. There were 80 minutes in each lesson. The data was gathered in three different ways: 1) Observations made in class: The teachers' questions and the students' oral responses were recorded during the classroom observations using audio and video. The observation papers were also used to make notes on how the teachers and students interacted during the lesson to be done by lecturers.

A research assistant audio-video filmed the instruction while the second researcher took notes quietly in the corner of the room. 2) Interviews: students and lecuterers were interviewed. Interviews were conducted to learn more about how lecturers and students have communication in verba form (. In analysing the data, the researcher employed a referential method in which the data were analysed based on the theory explored. Furthermore, the data analysis in this research consisted of several steps: (1) Trancribing; (2) Identifying; (3) Classifying; and (4) Interpreting (Rahayuningsih, 2020).

FINDINGS AND DISCUSSION

Findings

Based the data have bee collected by doing observation, the researchers found some the phenomena. It is coming from Smaratungga Buddhist study college students and lecturer's interaction in the classroom. Students and lecturers always begin learning and teaching activity by providing interaction for instance: greeting and giving information, teaching learning process and sugession.

In the beginning, lecturers ask the students by greetings. This activity is used to have warm up learners and closed relation. Example the utternces sometimes used in the class. The example of students and lecturer interaction will be described in the table below:

Table 1. The result of oberservation about classroom Interaction in the First Meeting (Smaratungga Buddhist Study College Students)

Students' Sentences	Lecturers' Sentences
Good morning, Sir,	Morning every body, how are you feeling today
We are fine, and you	Yes, I am great, thank you. This morning you look very pale, what going on with you everybody? (Lecturer has body movement)
Nothing, sir! We just focus on our project.	Do you have homework? And what topic has we be discussed before?
Yes, it is about Cinderela Story, it was being talked about narrative text (when they are speaking, students seem happy)	Well, let's review together!

Excuse sir, we got confused to the assignment, what to do?	Let me see (the face looks seriously)
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The script from observation above is the example of students and lecturer interaction. They start the conversation by giving greetings of careness to students' condition. This activity is used to create the warm learning society. In other words, it can be defined as the basic of communication. The researchers predict that the situation in interaction is able to be motivation and spirit for learners. Why warm interaction provides calm mental including students and lecturers itself.

The table 1.1 also presents the interaction about project from lecturer. She/he asked to students just for making little conversation and reminded them. The sentences "excuse me sir, we got confused to the assignment, what to do?" can be analysed that the students in middle of interaction tried to give question or information about the previous lesson or topic. In the context of interaction students showed their faces that they look happy because the students feel that they do not understand to the assignment. It seems simple conversation but it has meaningful among them. Regarding the description, it seems the conversation occurs between lecturers and some of students existing in Smaratungga Buddhist Study College. On the other hands, the researchers do interview with lecturers and students. How the lecturers' role in forming classroom interaction, especially among students?

The purpose of English teaching is students are able to apply that language to communicate with others. By this understanding, lecturers coming from Smaratungga Buddhist Study College form the learning and teaching activities how students are able to interact in English among them. Pay attention the interaction students and lecturer.

Example: 1

Lecturer: please all of you make groups. And you are five students in each group.

Students: excuse me sir, who should determine the group?

Lecturer: well, it is better if the person who is deciding is me. Well

Students: thank so much

Example 1 above is students were asked making small group. In this case, communication is occurring students and lecturers. It was begun by command word to learners. The sentence "please all of you make groups. And you are five students in each group" presents the readers how lecturer begins conversation in polite words. It happens to students; they respond by giving simple question in polite sentences. Students select the sentence "excuse me sir, who should determine the group?" shows that students have good attitude in conversation.

Pay attention in example 2 *well everybody, it is the topic about how to reduce our laziness? I have you to discuss this topic and give the solution, after that you present next week!* informs us that lecturer wants all learners are able have conversation through a project. It means students must interact in small group.

After lecturer delivered the command, researchers did observation. There are five groups including in this activity. We just focus on how they have interaction. The conversation had been done by leader of group (LG) and other students.

Group: A

LG: well, friends...we have big topic, we must share each part

A: sure, this topic seems hard, I have ideas if...

C: yes, please get me my part soon, and the others can do the same poin, is it okay?
LG: hmmm... (....)

The result of recording that researchers took from Group A can be seen above. Actually there five students. One student plays as a leader of group (LG). Based the coversation, researchers are able to describe that LG began interaction by giving intruction about topic which will be discussed. Pay attention this sentence” *well, friends...we have big topic, we must share each part*” showing information that the quality of politeness as not formal as when they have conversation to lecturers. It is also conducted by other students who responded by the same quality of research. By those stataments can be said that interaction in the classroom was successful because they can comprehend each other.

Group B

LG: good morning, well I am the leader of this group, I will give you some jobs related to our topic.

A: morning, okay thank you so much

B: maaf bahasa Inggris saya tidak bagus, jadi saya menyampaikan ide saya menggunakan bahasa Indonesia (sorry my English is not good, I deliver my ideas in Indonesian)

LG: didalam diskusi ini ndak apa apa, tapi nanti pas presentasi dimaksimalkan ya biar kelihatan lebih baik, nanti sy bantu (in this discussion is fine, but after this you should deliver the material in English)

Other students: (using body language that shows they understand to what discussed)

Regarding to interaction Group B, LG started by providing geetings *good morning*. In this group there are three main problems in mastering English as Foreign language (FL). When the discussion was done, among them are able apply Indonesia language. It is not big problem because the purpose of formed group is to have interaction. Student B said ”*maaf bahasa Inggris saya tidak bagus, jadi saya menyampaikan ide saya menggunakan bahasa Indonesia*” as example of conversation to show she/he want to have little polite interaction even it is delivered in other language. Beside that, the other students have non verbal interaction. They do smile and movement of body.

Two groups that have explained us how students can do interaction among them. On the other hand, group C and D students have not been able to discuss based on topic provided. Here, lecturer tried to assist them.

Lecturer: why all of you just keep silent, what is happening? What can I do for you everybody?

Most of them: (they just smile and keep silent)

Lecturer: baik, para mahasiswa ada yang bisa ku bantu. Kalian boleh menggunakan bahasa indonesia dalam diskusi. Siapa pemimpinnya (well the students, what can I do for you? In this discussion, who is the leader?)

.....

The conversation above can be understood that lecturer has stimuli to students by giving question. S/he got confused why the students did nothing. The purpose of lesson is students can interact each others, especially students are able to apply English. The statement *why all of you just keep silent, what is happening? What can I do for you everybody?* shows that lecturer worried her/his students did nothing. S/he changes her/his conversation by using Indonesian. It seems they still did the same thing. Based on this problem, we did interview to lecturer. S/he argued that there are several main difficulties: students are not confidence in delivering ideas but they have good English and ideas, they depend on the leaders, and they do not have desires to apply classroom interaction.

At the end of the meeting, lecturer close the lesson by giving suggestion” *well students, you have done something different. It makes me happy. In this small group, I hope you can be more active than before. Sure not only one of you but all of you. Do you understand? Because time is over, please lead your friends to do praying.* The ending statements, are the words lecturer produces to close the classroom. S/he brought the advices about the importance of small gorup that used to discuss the jobs. Based on the containts, lecturer delivered long sentences which have related to students’ motivation. Besides that, s/he also conveys the messages by giving questions.

However, in the first part of the research result will be different from the second session. Students have to follow up all the jobs before. Researchers had done observation in the second meeting. It found lecturer just provided instruction and students to present. Sure, all students can interact very well by consedring the politeness and how to select the best words before delvering.

Researchers also asked to lecturer about the efforts that s/he does to increase students’ interaction. There four efforts that educators sometimes conduct, e.g: providing project in small group, giving qestions to students, asking students to present, and making situation to be more comfortable. Regarding to all statements, researchers found the unique interactions. Thosre are students and lecturers have not had normal interaction, they focus on the main conversation related to the subjects or topics.

Discussion

The term "classroom interaction" describes how students engage with one another and with the lecturer in the classroom. The language that the lecturer and students used, the interactions they created, and how they affected FL learning were the main topics of earlier research on foreign language (FL) classroom interaction (Alika, 2017: 41). The purposes of English class is how to lecturers or teachers can assist students in producing English sentences.

The findings, researchers try to analyze about how the lecturer is able to help his/her students in classroom interaction. It seems their lecturers have some ways to ask students interact with them, e.g: s/he gave greetings, information, advices, lecturing, question and soon. However, before s/he applied project learning model, students are still focused on teacher and students interaction. Glaser and Bassok (1989: 637) argued that in teaching and learning process, the job of teacher or educators should be able to apply something like media, model, and method in order to students can be more active.

This research focuses on how the lecturer has role in forming classroom interaction. All the results deal that students have good interaction. Researchers also agree with their activities, such as: when they interact by the educator or among them. On the other situation, lecturer in this research want the classroom interaction can be conducted by all students. S/he provided the job to discuss and present. Yuliansyah and Ayu (2021:34) had been conducting the same research by using project learning model. The result showed that students can be more active in

communication. They also deliver the ideas very well. Even though they did in Bahasa but the interaction was successful.

Students interaction is the important element needed in english class in particular for efl students. Yanti (2017) all understandings that the use of language is to communicate as the symbol. on the other hands, students and teacher sometimes have problem in understanding the context of utterance used among them. The purpose of classroom interaction provides students and educators chances to deliver the ideas.

Weaknesses of this research are: students who were becoming participant had known before that I did research so the process was not natural. The researchers could not conduct well observation due to lecturers had worry if the researchers claimed that class had problem in teaching, and the instruments used did not cover all the phenomena.

CONCLUSION

"Classroom interaction" refers to how pupils interact with one another and the lecturer during class. Researchers attempt to assess how a lecturer might assist students during class engagement based on their findings. It appears that their instructors have a variety of methods for getting students to engage with them, such as greetings, information, advice, lecturing, questions, and prompts. This study focuses on the instructor's role in establishing classroom interaction. All outcomes depend on students interacting positively. Researchers concur with their behaviors in situations where they interact with the educator or with one another. On the other hand, the lecturer in this research wants all students to be able to participate in classroom interaction. S/he presented and provided the job for discussion.

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