

## Forms of English Learning and Teaching Interactions in An International Oriented Senior High School

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### Abstract

In English learning and teaching process, interaction between participants plays important roles to take and give inputs that emphasizes on the activeness of learners in acquiring the target language. Learners will be more autonomous, self-actualized and self-fulfilled when in learning and teaching process involves them. Interaction can be implemented by teacher's treatment to learners and learners' to themselves. Hence, learner will cope with their reality of the world and win their competition to exist confidently in the world using English used by people in the world as one of international languages.

This research was on English learning and teaching interaction in an international oriented senior high school conducted to generate the forms of English learning and teaching interaction at the school. The data collection in this research used interviews and classroom observations at the school. The interviews and classroom observations were recorded and then transcribed into written data. The data were analyzed and coded into concepts, subcategories and category which were related to each other. The research was qualitative study and using the grounded theory approach. The participants in this research were divided into five categories: a deputy principal of curriculum, two English teachers, a content course teacher, a tutor and twelve learners at SMA Internasional Budi Mulia Dua Yogyakarta especially at GAC classes that use ACT curriculum. It covered many data texts included from observations and interviews to get understanding deeply between the theories and the practical things in the school. From the data analysis, there are three forms of interaction which occurred in the English learning and teaching interaction between learner and teacher, between learner and learner and between learner and people outside of school.

*Keywords: Interaction, English Learning and Teaching*

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### A. Introduction

The way to acquire a language other than the mother tongue can be done through living in a country where it is spoken or in other place that everyone can be consistent to use it. Everyone is forced to use the language used in the country or the place for communication. School is one of places that implement a rule to use a language and it can be effective if it is used consistently

through interaction among the class participants in a school. Because the function of language is as a communication tool, it can be understood only by practicing and experiencing in situational context by interaction. Long (in Mackey, 1999: 558) argues that interaction facilitates acquisition of language because of the modification of language through conversation expressed in such discourse and provides input that the learners need. Through interaction, learners have opportunities to understand and use the language that was incomprehensible.

Interaction in communicative classroom plays important roles in second language acquisition. Everybody may learn something better if he/she experiences it by him/herself. When the learners are engaged in direct classroom activities, they will learn better. It is also can be stated that the learning success is determined by the quality of interaction between teacher and learner during learning activity. On the contrary, it is sometimes perceived that the failure of teacher to maintain interaction will yield to unfulfilled teaching objectives (Nunan, 1992:37).

However, problems still happen on domination of teacher. Teacher sometimes does not invite their learners to participate in learning and teaching process. Learners are only treated as an object that listen and accept the material given by teacher passively, whereas, domination of teacher should be avoided in learning and teaching process. If it can be avoided, the learners can be participative and active in the class. Teacher should facilitate learners to participate in communication and regard them as a subject in learning and teaching process to make a qualified interaction.

The teacher should have roles or have many techniques and strategies in the process of teaching to create the involvement of learners. In the school, teachers are like learner's parents who have responsibility in the improvement of their ability and attitude. As Rebecca Oxford (quoted by Brown, 2001:166) stated that to create an interactive classroom teacher should have some roles that are characterized as: controller, director, manager, facilitator, resource. Teacher should prepare every single thing to make class active or interactive.

Practicing a target language in learners' culture only in the classroom is the key factor in second language of foreign language development. It will give the opportunity to learners to speak in the language through interaction. Interaction motivates learners to talk might be to provide them with opportunities to use the language. So, teachers should integrate instruction strategies into interactive activities, providing a wealth of information about communicative strategies to raise learners' awareness about their own learning styles so that they can tailor their strategies to the requirements of learning tasks. In designing activities, teachers should consider all of skills exercised in the classroom naturally.

English, as an international language, is world-widely spoken to communicate between participants in every field and also there are a lot of information served in English. Therefore, learners in schools have to be able to master English in order to capable to communicate with other people in the world and follow the new information. Because English is a foreign language which is learned in Indonesia, English learning and teaching process should be always evaluated in acquiring it.

Therefore, using English instruction in interaction as a medium of communication in schools is purposed to help learners acquire active communication in English. As part of a larger movement to raise academic expectations for all learners attending public schools in Indonesia, interaction is employed as a strategy to the learners' achievement in acquiring language. It is hoped that the learners are able to communicate actively.

This research captured an International oriented senior high school because at senior high school level, English becomes one of the subjects of final national examination and also this is the last level for learners before they continue their study to university. International school is a school that uses English as a second language and also a school that is cooperated with or used International standard curriculum. Hopefully, the learners are able to master English well in communication because they always use English in their daily activities in the school. Therefore, learning and teaching English in senior high school especially at the international school is very important and needs special attention.

## B. Methodology

This research focused on studying and generating forms of English learning and teaching interaction at *SMA Internasional Budi Mulia Dua*. This research involved 17 participants that are divided into four kinds of categories; who are a deputy principal of curriculum, two English teachers, a content-course teacher, a tutor and 12 learners at *SMA Internasional Budi Mulia Dua* Yogyakarta especially at GAC classes that use ACT curriculum. It covered many data texts included from observations and interviews to get understanding deeply between the theories and the practical things in the class.

This research conceptualized and classified events and acts happened. The concepts that emerged, along with their relationships, were the foundations for the developing theory. These abstracting, reducing and relating were what make the differences between theoretical and descriptive coding (or theory building and doing description). Doing line-by-line coding through their properties, and relationships emerged automatically takes us beyond description and puts us into a conceptual mode of analysis.

Therefore, a grounded theory used in this research focused on a process (including people's actions and interactions) related to a particular topic, with the ultimate goal of developing a theory about that process (Cresswell, 2002). Therefore, grounded theory focused on the process of gathering theory rather than a particular theoretical content. It began with data and concerned for theory development.

The goal of this research was essentially to generate a theory based on the data, so selected method for this research is grounded research. It was most accurately described as an approach in which the theory is developed from the data, so it would describe and interpret data gathered from the specific to the general one.

## C. Discussion

It presents the analysis and result of English learning and teaching interaction in an International oriented senior high school. There are three main sections in this discussion namely (1) open coding, (2) axial coding, and (3) selective coding.

### Open Coding

Open coding is the process of selecting and naming categories from the data analysis. Variables involved in the phenomenon were identified, labeled, categorized and related together in an outline form. This open coding seeks for meaning of each phenomenon and it built concepts that helped to generate the grounded theory. In this research the data analysis was done by comparing one data to other data, from one technique into other techniques of data collection. The concept of labeling was followed by grouping the concepts emerged. The concepts were grouped based on similarities and differences.

### Interview Data

The first data collection was done by interview 17 participants; one deputy principal, two English teachers, one content course teacher, one English tutor; 12 learners from class X, XI and XII (4 learners for each class). The participants were chosen in order to get sufficient data from people who have already been experienced in the field and from different point of views. Each of interviews was recorded using cellular phone. After it was recorded, the interviews were transcribed into written form. Participants' answers that show the English learning and teaching interaction were bold. Once they are bold, the key points were coded.

Below are examples of abbreviations used in data interview analysis:

- RQ.1      Researcher Question number 1
- DPA.2     Deputy Principal Answer number 2
- 1<sup>st</sup> TA.3    First Teacher Answer number 3
- 2<sup>nd</sup> TA.4    Second Teacher Answer number 4
- C-TA5     Content course Teacher Answer number 5
- TrA6     English Tutor Answer number 6
- C10L1A1    Class 10 Learner 1 Answer number 1
- C11L2A3    Class 11 Learner 2 Answer number 3

From the interview with 17 participants, there are 52 different concepts emerged (see Appendix1-Interview Transcript):

*Table 1: Concepts Generated from Interviews*

No.	Concepts	I.D.
1.	Role play	I give her or him accumulation of peer feedback given before by his or her friends in role play, individual presentation and other activities. (1 <sup>st</sup> TA.9)
2.	Presentation	Presentation is for individual work and assessment. (1 <sup>st</sup> TA.8)
3.	Discussion	I prepare a topic for them and usually it is more interesting when we discuss it together and make additional activities. It depends on the learners. (1 <sup>st</sup> TA.3)
4.	Giving learners question	I usually start with some questions or a story to invite them to think about the topic prepared. (1 <sup>st</sup> TA.2)
5.	Learners making a rule for themselves	We control our language one another. If we speak in <i>Bahasa Indonesia</i> , so our friends will reminding it or report it to our teacher. hehe... (C11 Snt4A1)
6.	Inviting expert to meet learners	There are some activities inside fieldtrip run in a week. On Monday, we invite practitioner of art. On Tuesday, we invite the practitioner of culture and social. (2 <sup>nd</sup> TA.14)
7.	Home stay	They also have similar program with regular class, for example MOS, fieldtrip, home stay, volunteering, and social class. (DPA.8)
8.	Field trip	We have home stay and field trip inside or outside of the country with specific topic. (C11Snt4A5)
9.	Home stay to abroad	Fieldtrip, home stay, volunteering should be followed by all learners. (1 <sup>st</sup> TA.10)
10.	Assessment event	It is shared by the teacher in the beginning of the semester. (DPA.13)
11.	Advising learner for academic and non-academic things	The learner advisor is like their parent in school to communicate everything. (DPA.14)

12.	Motivating learners	Motivation from the teacher can make me to be active in the class. (C10Snt3A11)
13.	Listening to recording	Sometimes, we read a text or listening a recorded material. (C12Snt4A1)
14.	Reviewing lesson	We start by reviewing the previous material and talk about the topic of the day. (C11Snt4A1)
15.	Asking question to begin the class	The teacher sometimes invites us to answer some questions given correlated with the topic. (C12Snt4A1)
16.	Looking for new vocabulary related to material given	They have to look for 100 words according to the topic given in a meeting. (1st TA.4)
17.	Playing game	Presentation, discussion, role play and sometimes playing game. (C10Snt4A3)
18.	Outdoor class activity	But in speaking or for game activity when we need a big space, we can create or arrange the chairs or we choose outdoor to make it fun. ( 1 <sup>st</sup> TA.6)
19.	Mixing passive learners with the confident one	I make them to be comfortable in the class in the middle of their friends by giving some questions and replace them in a group discussion together with the active learners who have good confidence. I make variety in a group. The class built their confidence. (1 <sup>st</sup> TA.7)
20.	Situating learners to be good learners in the class	But I do not only focus on the presenter but also the audience. They have to be good audience. (1 <sup>st</sup> TA.8)
21.	Volunteering	Fieldtrip, home stay, volunteering should be followed by all learners. (1 <sup>st</sup> TA.10)
22.	Peer feedback	Every learner can get feedback from their friends in the class.. Every learner mostly is motivated under her or his friends spell. (1 <sup>st</sup> TA.9)
23.	Making a mistake in speaking class	Their friends' feedback will help them to have their confidence. In speaking, they have to do some mistakes to know the right ones. (1 <sup>st</sup> TA.11)

24.	Greeting	The teacher greets the learners and then talks about the topic of the day. (C11Snt1A1)
25.	Checking learner attendance	I open the class by greeting, checking learner attendance.. (2 <sup>nd</sup> TA.2)
26.	Displaying video	Sometimes its learning was done by quiz; there is a question and then make conclusion. Sometimes it is also by displaying video. (C-TA7)
27.	Changing lyric music	Sometimes I play music that lyric must be changed. For the additional vocabulary, I ask them to look for new vocabulary from songs. (2 <sup>nd</sup> TA.2)
28.	Giving assignment	The teacher asks to read some articles correlated with the next topic from internet. (C11Snt1A12)
29.	Reading text	Sometimes, we read a text or listening a recorded material. Then, we discussed it together (C12Snt4A1)
30.	Rewarding learners who are able to answer the question	I also give point as the reward for whoever can answer the question. So it motivates them to be active in the class. (2 <sup>nd</sup> TA.6)
31.	Making report	They have to make a report. For GAC class, the report must be written in English. (2 <sup>nd</sup> TA.15)
32.	Making advertisement and news item	They must describe a thing. They will also make an advertisement and news item. All of the project will be evaluated by their friends. (2 <sup>nd</sup> TA.7)
33.	Punishing who speaks in <i>Bahasa Indonesia</i>	If we speak in <i>Bahasa Indonesia</i> for some words we got punishment. (C11Snt2A10)
34.	Leveling learners based on ability in English	We have leveling in BMD; there is low, medium and high. In every level, there are learners who tend to be passive, sometimes quiet. (2 <sup>nd</sup> TA.9)
35.	Teaching the passive learners exclusively	For instance, there is learner whose English is law. He or she will learn exclusively with his or her teacher. They will become more courageous if they learn exclusively. (2 <sup>nd</sup> TA.12)

36.	Visiting campus	For Wednesday, we visit campus at Fisipol and FIB UGM. (2 <sup>nd</sup> TA.14)
37.	Writing personal statement	And they were also asked to choose university according to what they want. At the end of material, they were trained to write personal statement, CV and interview. (C-TA1)
38.	Writing journal	The assessment is journal. They choose journal, make master plan and interview by writing their own CV. (C-TA10)
39.	Quiz	Sometimes its learning was done by quiz; there is a question and then make conclusion. (C-TA7)
40.	Teacher explanation	Sometimes learners conditioned to have a discussion, make a game, quiz and sometimes they asked to read the material and teacher will explain. (C-TA4)
41.	English debate	One meeting is for theory and the other meeting is practice. We usually talk about the concept of democracy and human right because those usually are the topic of competition. (TrA3)
42.	Regarding teacher like friend	If I compare with the other school, the learners at BMD have good confidence. They regard their teacher like a friend. (TrA4)
43.	Evaluating the result	Peer feedback in discussion and presentation or evaluating a task. (C10Snt4A11)
44.	Teacher points a learner to answer the question	Teacher points me to answer the question. (C10Snt1A10)
45.	Afraid of mistake	When I'm not confident with my opinion and afraid to make a mistake. (C10Snt1A8)
46.	Writing essay	One of them is making an essay for our independent learning. (C10Snt4A14)
47.	Describing the topic by the teacher	The teacher describes the format of making a report and gives me time to make it. (C11Snt3A6)

48.	Reminding from peers	We control our language one another. If we speak in <i>Bahasa Indonesia</i> , so our friends will reminding it or report it to our teacher. hehe... (C11Snt4A10)
49.	Telling story	I usually start with some questions or a story to invite them to think about the topic prepared. (1 <sup>st</sup> TA.2)
50.	Doing exercise	We do some exercises and we end the class by reviewing the material. (C11Snt4A1)
51.	Drama	I prefer Role play, presentation and drama. (C11Snt4A7)
52.	Informing the learner about the goal of the day	He also describes what we will do today. (C10Snt4A5)

#### Observation Data

The second way of gathering data was taken from classroom observation. For the class observed, it is believed that the more various the class is, the more valid or richer the data will be. Hence, I conducted the research in various classes of the school. The research used four times classroom observations; two times for class XI and one time for class X and XII. The numbers of respondents from the first class of IX are 17 learners, from the second class are 20 learners, from X class are 19 learners and from XII are 18 learners. Data which show interaction were bold. Once they were bold, the key points are coded.

The data analysis was started by transcribing the classroom activities from the observation. The key points here were coded (labeled phenomena) and be given identification (ID) so that it was easier to relate one concept (from the open coding result) to other concepts so that we could get similarities or differences. The 'ID' was categorized into two: 'NVC' for non verbal communication and 'VC' for verbal communication. Below are examples of some abbreviations used in classroom observation data analysis.

Obs 1                       *Observation*

VC. 1                       *Verbal Communication 1*

NVC. 6                       *Non-Verbal Communication 6*

VC. 74 Obs 4               *Verbal Communication number 74 Observation number 4*

NVC. 35 Obs 2               *Non-Verbal Communication number 35 Observation number 2*

From comparing the data, the data analysis of the observation generates forty (40) concepts.

*Table 2: Concepts Generated from Observations*

No.	Concepts	I.D
1.	Opening the class	Entering class 10, the teacher put his stuffs on the table and opened the class by stating <i>salam</i> . (VC 46 Obs 3)
2.	Greeting	After stating <i>Basmallah</i> to open the class, the teacher asked about the previous lesson to the learners. (VC 25 Obs 2)
3.	Making joke	Some learners still chatted and made a joke. (VC 56 Obs 3)
4.	Announcing competency test	After greeting, the teacher announced that the competence test score got by learners. (VC 2 Obs 1)
5.	Rewarding the best mark	"The learners of the day who got the best mark will give a prize." (VC 3 Obs 1)
6.	Motivating learners	The teacher gave motivation to the learners about the target for their writing test. (VC 6 Obs 1)
7.	Playing game	Before talking about the topic of the day, the teacher began the class by playing the game. (VC 7 Obs 1)
8.	Teacher explanation	The teacher then explained about the topic correlated with the handbook task. (VC 19 Obs 1)
9.	Creating sentence by learners	The learners were given 3 minutes to arrange the phrases into a sentence and the other learners should not give a similar sentence. (NVC 14 Obs 1)
10.	Asking teacher	Some learners asked some questions. And the teacher explained it more detail and give some examples. (VC 20 Obs 1)
11.	Repeating explanation	After repeating the explanation about the rule, the teacher started the game. (VC 12 Obs 1)
12.	Talking with peers	All the learners participated in the game while joking and talking with their peer but they still focused on the game. (VC 13 Obs 1)

13.	Reminding peers	If the words have been mentioned before, teacher or their friends reminded one another. (NVC 16 Obs 1)
14.	Asking learners to do exercise	After finishing the game, the teacher asked the learners to do some exercises on their handbook. (VC 15 Obs 1)
15.	Discussion	Learners then asked and discussed about the topic with other friends. (VC 55 Obs 3)
16.	Playing music	One of them played music and sometimes some of the learners follow the lyrics of the song while doing the task. (NVC 19 Obs 1)
17.	Correcting the task together	After they submitted their work to the teacher, they were asked to correct the task together. (NVC 20 Obs 1)
18.	Guiding discussion	The teacher guided the discussion by asking the learners some questions. (VC 83 Obs 4)
19.	Giving assignment	Knowing the learners understood the materials, the teacher asked to the learners to read some articles by themselves from internet correlated with the next topic that will be discussed. (VC 22 Obs 1)
20.	Listening to audio	The teacher played the audio and asked the learners to listen it. (NVC 35 Obs 2)
21.	Asking the previous lesson	She continued by asking about the previous materials given. (VC 78 Obs 4)
22.	Answering question	The most active learner waved his hand and answered the question given about the point of view of region about cigarette. (VC 32 Obs 2)
23.	Learners presentation	One of them, a girl, stand in front of the class and presented a topic about "my sister". (VC 62 Obs 3)
24.	Questioning the learner	And then he limited the time to ask the learners to do the outline and presentation. (NVC 49 Obs 3)
25.	Helping peer in translating word	One of his friends translated it to him. (VC 34 Obs 2)
26.	Pointing learner to answer the question	The teacher pointed a girl who kept silent and asked her opinion about forbidden medicine. (VC 36 Obs 2)

27.	Checking opinion of learners	One by one of the learners were asked the same question for checking their opinion.(VC 38 Obs 2)
28.	Paying attention to learner's speaking	The teacher gave attention to everybody speaking. (NVC 33 Obs 2)
29.	Asking permission	The learner explained the reason and gave him a permission card from security. He asked permission to the teacher to follow the lesson. (VC 48 Obs 3)
30.	Reading	Teacher continued and asked the learners to open a book and pointed a learner to read a text. (VC 43 Obs 2)
31.	Checking learners' understanding	The teacher checked learners' understanding one by one around the class. (VC 45 Obs 2)
32.	Reminding learners	There was one learner spoke in <i>Bahasa Indonesia</i> , but the teacher kept speaking English and reminded him to speak English. (VC 48 Obs 2)
33.	Peer feedback	He was then got some comments to improve his presentation from his friends. (VC 70 Obs 3)
34.	Sharing a gift from learner to their peers	They took the prize and responded it by saying thanks to the teacher and shared it to their friends. (NVC 11 Obs 1)
35.	Beginning the class by asking question	The teacher started the topic of the day by asking some questions about presentation. "What is needed in presentation?" (VC 49 Obs 3)
36.	Being silent to concentrate	All learners kept silent a while to concentrate to make their own outline. (NVC 52 Obs 3)
37.	Giving applause	After presentation, all learners gave a big applause and gave positive feedback to him. (VC 68 Obs 3)
38.	Using good eye contact, gesture, and intonation	He could explain the topic well, by using good eye contact, gesture, and intonation amazingly. (VC 68 Obs 3)
39.	Supporting friends	But one another supported their friends and enjoyed the activity. (NVC 57 Obs 3)

40.	Sharing experience	After opening the class by restating <i>Basmalah</i> , she shared her experience in Malaysia because she has just come from Malaysia to join in a seminar. (VC 75 Obs 4)
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#### D. Findings

Based on the interview and classroom observation data that used the interviews done with 17 participants; one deputy principal, two English teachers, one content course teacher, one debate tutor and 12 learners from class X, XI and XII of GAC class and the classroom observations done four (4) times at the school, it has been found that the forms of English learning and teaching interaction will be described followed. Here, the forms of English learning and teaching interaction are conceptualized into the next table:

*Table 3: Concepts, Subcategories and Category of Forms of Interaction*

No.	Concepts	Subcategories	Category
1.	Greeting, Rewarding the learner, Motivating learners, Teacher explanation, Asking learners to do exercise, Playing music, Questioning the learner, Guiding discussion, Giving assignment, Asking learners about the previous lesson, Pointing learner to answer the question, Paying attention to learner's speaking, Checking learners' understanding, Asking permission, Answering question, Reminding learners	Teacher and Learner	Forms of interaction
2.	Learner debate, Drama, Making joke, Playing game, Creating sentence, Talking with peers, Reminding peers, Discussion, Correcting the task, Learner presentation, Helping friend in translating word, Checking opinion of friends, Peer feedback, Sharing a gift, Supporting friends, Sharing experience	Learner and learner	
3.	Inviting expert to meet learners, Field trip, Home stay to abroad, Learner volunteering, Visiting campus	Learner and people outside of school	

## E. Conclusions

Based on the analysis, there are three (3) forms of interaction which occurred in the English learning and teaching interaction between learner and teacher, between learner and learner and between learner and people outside of school. Communication or activities in learning and teaching process involves interaction between the participants that will take and give inputs or feedback to each other. Learners receive these inputs and feedbacks from their teacher, their peers and people outside of school that can influence their development in acquiring language. Therefore, promoting the forms of interaction can be applied as one of the best strategies in the English Second Language (ESL) learning and teaching process.

Hopefully, if the forms of English learning and teaching interaction happen, the learners will be more autonomous, self-actualized and self-fulfilled in learning and teaching process involves them because they know the contexts and experience them all. Interaction can be implemented by teacher's treatment to learners and learners' to themselves. Hence, learner will cope with their reality of the world and win their competition to exist confidently in the world using English.

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