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Analysis of Learners' Classroom Interaction Using Listing and Comparing Task in English Study Program of Cenderawasih University Teaching Context

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Abstract
The main focus of this research is the analysis of interactions between students (learner-to-learner interaction) in the context of cooperative learning through pair-group learning activities. The pair-group learning activities were provided to make sure the intense of the interaction that focus on doing the ordering, task listing, and problem solving tasks. This current research uses descriptive qualitative method by collaborating with students as the subject of this study acting as a key instrument in order to collect data as authentically as possible in the data collection of interactions that occur between students through voice recording. The results showed that the interaction occurred in within the English language education study program FKIP UNCEN are still dominated by lecturers, such as asking questions, error corrections, lectures, explained and waiting for the learners' response, and therefore suggested to create an encouraged atmosphere of activeness and participation regarding the kinds of learning activities that "*force*" students to interact in smaller groups to ensure the equal opportunities to interact within the group using cooperative learning activities with a focus on ordering task, listing task, and problem solving task.

Keywords: interaction, listing, comparing task, cooperation, learning context

1. INTRODUCTION

Interactions that occur in the classroom between teachers and students as well as between students and other students (pair group or group work) have become the concern of many researchers in the field of education (Behnam & Pouriran, 2009; Yu, 2008). Class interaction, often known as classroom discourse, is often used in learning activities as a manifestation of what actually happens in the classroom and at the same time can show the progress of the development of language skills and acquisition of students primarily in foreign language learning (Behnam & Pouriran, 2009:118; Yu, 2008:48). The progress of the acquisition is facilitated by the interaction between the language learners, which usually called by the process of negotiating meaning (Carter & Nunan, 2001:221).

The main focus of this research is the analysis of class interactions between students (learner-to-learner interaction) in the context of cooperative learning through

pair-group learning activities, since it is believed that learner-to learner interaction might be one of the important elements to make sure the acquisition process. The pair-group learning activities were chosen so that the opportunity to interact between students became more intense with a focus on ordering task learning, task listing, and problem solving tasks adopted from Brown & Rodgers (2002). Learning task ordering, listing tasks, and problem solving task is a learning activity in language learning with a task-based learner approach (TBL) that encourages language learners to discuss and negotiate in organizing both images and groups of sentences in order to get the right and logical sequence of words and groups of words.

The results of observations made on class interactions that occur in the classroom within the English language education study program FKIP UNCEN show that interactions that occur in the classroom are still dominated by lecturers, such as lecturers asking questions, lecturers making error corrections, lecturers giving lectures , explained and more time the lecturer was waiting for the student response. Based on these results, the researchers believe that it is very important to create a condition that encourages students to be more active and participatory through conditioning learning activities that "force" students to want to interact in smaller study groups, namely pair-work to ensure that all students have opportunities and opportunities to interact in the same amount and quality. Conditioning cooperative learning activities with a focus on ordering task, listing task, and problem solving task learning activities are expected to improve the quality of teaching and learning processes reflected in the increasing quantity and quality of class interactions between students and the development of foreign language acquisition, academic achievement improvement, trust self, socializing skills and working together to solve problems.

In this study the researchers attempted to reveal the communication that is intertwined in the interaction between students in cooperative learning using interpretive analysis where the transcripts of conversations between students will be analyzed based on snippets of dialogue that occur during interactions in the class based on each sentence produced in each dialogue. The results of this study are expected to be useful for teachers of foreign languages, especially foreign language instructors at various levels of education, in order to help improve not only the quality of teaching and learning processes reflected in the increasing quantity and quality of classroom interactions as well as the development of foreign language acquisition, academic achievement, self-confidence, socializing skills and working together in solving problems through increasing the number and quality of interactions between language learners in the classroom.

2. LITERATURE REVIEW

Class interaction in learning activities according to Richards & Lockhart (1996:138-154) is the relationship of interaction between lecturers and students consisting of teacher lectures (describing, explaining, narrates, directs), teacher questions (about content or procedure, which pupils are intended to answer), teacher responds (accepts feelings/ideas of the class, praises, encourages, jokes) and pupils responds (directly and predictably to teacher questions and directions). While important

elements in interaction between students consist of individual work, pair work, and group work. Nunan & Richards (1990:51) record lecturer and student interactions such as questions, praise, responses/feedback given by lecturers and questions and responses given by students in the class to provide information about what actually happened in the classroom. Effective interaction in the classroom occurs if the teacher can position himself as a facilitator and create a pleasant and safe learning atmosphere (Suhirman, 2014; Suhirman, 2016a). Students will be easy and comfortable interacting with the teacher, teacher with students, and students with students if the class atmosphere is not threatening, meaning the threat by the teacher to students who do not organize their assignments or homeworks (Suhirman, 2016c; Suhirman, 2018b; Rinantanti & Suhirman, 2018).

Effective class interaction in language learning must be organized in various learning variations, namely learning in a whole class, in small groups, and individually (Hennings, 1986:23-24). Each format for organizing learning contained in various learning activities makes different contributions that are tailored to the learning objectives to be achieved (Ajayi, 2005:187). Various patterns of interaction in learning activities are believed to play an important role in the development of abilities; Pre-school children help develop speech, social ability, and communicative competence (Fekonja, Umek, Kranjc, 2005:105-106) and are preferred to be applied in classrooms by both teachers and adult students (Lu, 2008:145). In other words, determining the variation of learning activities is one of the factors that support the improvement of learning abilities, as well as the communication that lecturers ask such as asking questions or responding. Effective classroom is one of EFL teachers to empower learners to learn and construct communication in multiple traffics (Suhirman, 2016a; Suhirman; 2016c; Rinantanti & Suhirman, 2018) such as communication amongst learners, and learners to teacher.

In learning that involves the interaction of the entire class, the questions and responses that the lecturer raises are the most important factors that will determine the quality of interaction throughout the class (Richards & Lockhart, 1996). The question and response in question is like whether the question is related to the content of the teaching material, whether the lecturer question asks students to compare, contrast, find, decide, generalize, consider the feelings and reactions of students, whether the lecturer response is the result of evaluation and criticism of students, whether the response of the lecturer makes students have to think more about what they convey or react to what their colleagues say, and so on. In learning that involves interaction in groups, students learn to work together in determining what steps and how to complete a task that must be completed together (Richards & Lockhart, 1996). In this group interaction, each member will interact verbally and in writing to participate in the preparation, determine what must be read, formulate the final results, and in revising the final draft completion of the task. The theory of learning behavior shows a variety of stimulus-response strategies in the learning process that can accommodate various types of student learning styles that can create interactions between students and teachers to come alive (Suhirman, 2018b)

In groups, students are encouraged to discuss to complete all the tasks that make everyone involved and take part in solving them (Dohaney, Brogt, Kennedy, 2012:25). In his research, Dohaney, Brogt, and Kennedy indicated that group work showed better learning outcomes than individual work and fostered a positive attitude among the participants themselves in helping them understand the teaching material provided. The results show that group work is a tool to help students improve achievement and foster a positive attitude in learning, where the heterogeneity of study groups is more beneficial than a homogeneous learning group whose individual abilities in helping students recognize their weaknesses and strengths and also help they are social with each other (Dohaney, Brogt, Kennedy, 2012:31). Thus students who have low achievements will be able to learn from their peers who have higher achievements by recognizing their weaknesses or shortcomings (Suhirman, 2014). In the format of individual learning interactions, the learning interactions that occur are more about what constitutes an individual's interests, needs and abilities. Individual interests, needs, and abilities are the uniqueness of each individual student that can be obtained or built from group learning experiences and when learning takes place in the classroom (Rinantanti & Suhirman, 2018). Missing or not understanding something that is obtained when learning in groups or in class can occur in individual learning.

Many experts stated that the interaction of learners in groups carried out in learning activities provides great benefits for the learning progress of students (Garrett and Shortall, 2002:27-28). In groups, students will be more involved in the practice of using the target language, concentrating more, feeling safer, and increasing a sense of community among the students themselves. Thus, learning activities with an emphasis on interaction between students will not only be able to improve language skills but also increase students' affection variables. Suhirman (2016b) states that in the process of interaction in the classroom, the variables understood by students are used as hypotheses and tried out in their learning environment, whether the hypothesis is true or false. If the hypothesis is wrong the student will not use it again, but if the hypothesis is correct students will use it continuously (Anas, 2018). Thus, the emphasis on learning to interact with each other during the learning process becomes very important.

According to the behaviorist view, besides the questions and responses raised by the lecturer, another factor that also determines the quality of interaction in a learning activity is the reinforcement that the lecturer gives to students during the learning process takes place. Strengthening according to behavioristic view is a concept that states that learning is something that is related to stimulation and response (Sprintall & Sprintal, 1981:268). Strengthening consists of positive reinforcement and negative reinforcement, where positive reinforcement is if a stimulus is given in a situation that can increase the response as expected while negative reinforcement is a reinforcement where stimulation can reduce the strength or enthusiasm of learning, so that it can done as part of learning interactions.

Learning interactions that occur in each learning activity according to Permendiknas No. 41 of 2007 concerning process standards for primary and secondary education units consisting of introduction, core activities and concluding activities. Introduction is an initial activity in learning, core activities are carried out

systematically and systemically through the process of exploration, elaboration, and confirmation and conclusions carried out to end learning activities that can be done in the form of summaries or conclusions, assessments and reflections, feedback, and follow-up . Consider the mandate of Minister of Education and Culture No. 41 of 2007, learning interactions that occur in the classroom become crucial especially to find out the profile or description of the interaction interactions between students and how these interactions contribute to the acquisition of the language of the students themselves.

Task-based foreign language teaching is learning foreign languages by using task as the main component where learning is productive and views language as a system of meaning because it uses contexts to support language acquisition (Edwards & Willis, 2005:13-15). In this case, the focus of TBLT learning (Task-based language teaching) is in the process through learning activities with clear objectives with an emphasis on communication and meaning. Learners learn language through interaction by being actively involved in meaningful learning and task activities, with sequences of learning that are in accordance with the level of difficulty of students, the experience of previous students.

Types of tasks can be broadly categorized into real-world tasks (such as telephone use) and pedagogic tasks (such as information gap activities). These two categories are further divided into language functions (such as giving instruction, apologizing, making suggestion), and cognitive processes or knowledge hierarchies (listing, ordering and sorting, problem solving, being creative). Several studies have shown that various types of tasks with all their variables and dimensions have an influence in enhancing learners' abilities in terms of negotiation of meaning, interlanguage modification (Pica, Kanagy, & Falodun, 1993; Ellis, Tanaka & Yamazaki, 1994; Iwashita 1999; Swain 1997).

In a socio-cultural perspective, various types of tasks are carried out collaboratively through joint activity or in the term Vigotsky (1987) used the term dialogic interaction, which is an important trigger in language learning. Vygotsky argues that social activities where students participate in it are the main source of mental/cognitive activities that are when interactions with other people occur. In other words, language learners can internalize the target language they are learning through dialogue or conversation with others in completing the tasks given together.

Research Questions
Based on the problems described in the background, the formulation of the problems proposed in this study are arranged into the research questions as follows:
1. How does the interaction between students of the English language education study program FKIP UNCEN occur in the classroom seen from the analysis of class interactions in learning activities of Listing Task?
2. How does the interaction between students of the English education study program FKIP UNCEN occur in the classroom seen from the analysis of class interactions in learning activities in Comparing Task?

Research purposes

From the above problems, the objectives of this study are :
1. To analyze the interactions between students of the English language education study program FKIP UNCEN that occur in the classroom seen from class interactions in learning activities of Listing Task.
2. To analyze the interactions between students of the English language education study program FKIP UNCEN that occur in the classroom seen from class interactions in learning activities of Comparing Task.

3. METHODS

This research uses descriptive qualitative method by collaborating with students as the subject of this study acting as a key instrument in order to collect data as authentically as possible in the data collection of interactions that occur between students through voice recording. The time of this research is carried out from March 2017 to June 2017 on an ongoing basis. Complete stages of research are shown in figure 1.

3.1. Subjects of the Study

In this study the subjects studied were 70th semester II, IV, and VI students of the English language education study program FKIP UNCEN who were actively participating in lectures in the even semester of the 2016/2017 academic year. Each student who is in the same semester of study will be grouped in pairs and invited to collaborate to record the sounds of interactions that occur between themselves. In this case, all students consist of 3 different study groups; each study group will take 6 pair-work pairs which will be sampled from each study group. Thus, the total number of samples from this study were 36 students or 18 pairs of pair-work dialogue interactions between students.

3.2. Technique of Collecting Data

In this study data was collected through:

Voice Recording. The technique of collecting data with voice recording is done in collaboration with students who are the subjects of this study, ie each pair of students (pair-work) will do their own voice recording while doing learning interactions in completing tasks (task) cooperative learning listing task, and comparing task. The data from the recording will then be made in the form of a collection of pieces of interaction transcripts before the analysis and description of interactions between students is then carried out.

Classroom Observation. To get supporting data, classroom observations are carried out when learning English takes place, and is carried out by the researchers themselves by carrying out notes (field notes) containing information / data on observation or observation.

3.3. Data Analysis

Data of Voice Recording. The results of voice recording are done in collaboration with students as the subject of this study, while conducting learning interactions in completing tasks (task) of cooperative learning task listing, and comparing tasks. The transcript of the data from the recording will be analyzed using qualitative interpretative analysis based on dialogue snippets and language phenomena that appear in it.

Observation Data. The observation results will be used as supporting data to analyze the transcript data of the recording of interactions that occur between students based on field notes made by researchers during Listing Task cooperative learning, and Comparing Task from Edwards & Willis (2005). All data obtained in this study are connected with one another to be able to make a description of the interaction between students of the English education study program FKIP UNCEN in TBL learning.

4. RESULTS AND DISCUSSION

This study is qualitative descriptive method by collaborating with students as the subject of this study acting as a key instrument in order to collect data as authentically as possible in the data collection of interactions that occur between students through voice recording.

4.1. Interaction in Listing Task

The following is a conversation between two students talking about several types of jobs in Indonesia and they are discussing which types of work are among singers, teachers, pilots, pop singers, actors, nurses, doctors, and firefighters whose salary is the most high to the lowest in Indonesia. The dialogue below shows students (S and B) view work as a pop song actor and singer today as a job that has the highest income in Indonesia compared to other professions which they think are far more risky and have a greater contribution in building and advancing this nation and country in its field. The following is a snippet of dialogue that occurs in the class in dialog 1.

Dialog 1.
S-1: *O.K. so what do you think about those jobs and which one is the most highly paid in our country?*
B-1*: if we look at the condition in our country, which is one of lowest [individual income] country in Asia, the most highly paid job first is actor and second is pop singer, third is pilot, doctor, four is doctor I mean, five is nurse, six is fireman, and the last is teacher.*
S-2*: O.K. but, in our opinion the one that should be most highly paid job in our country should be the teacher, right?*
B-2*: Ya*
S-3*: Because without teacher, they will not be a pilot, actor, nurse, doctor, etc. Even if the actor or pop singer they can improve their skill by their own self, but I think the most highly paid in first position is should be the teacher*

Speaker B in statement B-1 describes in advance the condition of his country which is the country with the lowest income per capita in Asia in answering the question of his interlocutor S. This B-1 statement shows one reason why pop actors and singers are the most expensive paid or valued profession compared to other professions that require intellectual and high academic abilities and dedication such as the teaching profession for example. Furthermore, Statement S which states "O.K. "The above shows how the underlined word is a statement asking for reinforcement that they both have the same thoughts or opinions that the teaching profession should be become the most expensive paid profession. The reason why teachers should be the most expensive profession is because, according to them, without teachers, artists, pilots, nurses, doctors, and other professions cannot improve their skills or abilities. In other words, all professions need a teacher to be able to become more capable in any field. From the screenshot 1 dialog above shows how students in task listing learning activities are able to be stimulated to use their knowledge of conditions that occur in their country which causes why a profession can get paid or higher income compared to other professions. Students like being encouraged to develop their thinking horizons in choosing and explaining the reasons why they put things on the list that should be the first, or in context this becomes the highest paid profession.

The dialog below is a statement from the other students, namely C, which describes how he placed the nursing profession as a profession which should be the fourth highest paid profession.

> *Dialog 2.*
> C : *Based of my experience, one nurse once told me that she need to keep her eyes*
>   *about 24 hours a day without a sleep. That is why the nurse is fourth position.*
>   *And the fifth...*

In The reason C speaker gave in placing the profession of nurses as the fourth highest paying profession was based on previous experience he had once talked with a nurse who told me that he had to stay awake and not be able to sleep for at least 24 hours when he was carrying out his service. In this case C students appreciate how a nurse's sacrifice deserves the fourth highest award because she must be willing to be awake or not to sleep at all for 24 hours to care for and care for her patients. Thus, the introduction and / or experience of having contact or associating with a particular profession plays an important role in someone placing a list of professional ranks with the highest first, second highest, third highest, and so on. .

This case, class interaction that occurs in learning activities Listing Task can help students in addition to actively producing foreign languages or target languages that they are learning better, also help encourage students to develop critical thinking skills shown automatically by students trying to associate or connect with their knowledge of real situations and conditions around them and also by exploring previous experiences that they experience in everyday life in the form of personal experiences and experiences of others that can be used as references in making a list of what they think should be number one or highest in terms of payment.

4.2. Interaction in Comparing Task

In learning activities using this comparing task, students are given two pictures that are almost similar but if observed carefully there will be a noticeable difference between the two images. The dialogs below show that participants did not experience significant difficulties in detecting differences found in the two images and also did not experience difficulties in expressing these differences. An interesting thing that becomes important to note in the analysis of class interactions that occur in learning activities is that there are some language errors that should be taken into consideration for language teachers especially in Papua to further encourage students to pay attention to some language errors in producing English.

The first mistake that can be explained through the conversation snippet in dialog 3 is that students still cannot produce some expressions in English either in terms of rules and their use, as well as the influence of Papuan Malay language which is very thick in producing English. Besides that, another mistake found was that students still did not master the rules of using sentences with plural nouns (plural) and also possessive in conversations.

Dialog 3.

A : *let's we comparing about the pictures in the paper. I have spotted the differences between pictures A & B. the first differences is the window in the second floor of the house there is different from picture A & B and the sign at the front of the house is a bit different. The last differences is the tree at the*
near the T-intersection. I think that's all the differences between the pictures. What do you think about that?

B : *I think you missed some differences is the cats position is right side of the sign. And in picture A, and in picture B, the cats, the position of cat is left side on sign. The second, I think the men who walk in the front, he is holding an umbrella in picture B. and the third is a there are five people in front of the door in picture A, but in picture B also they are four people. I think that's all. Now, what do you think Frankly? What the differences?*

A : *well, ok. I think I missed some differences between them. Thank you for correcting me.*

Expressions in English that are intended to be weaknesses of students are expressions in terms of inviting or appealing to the other person to do things together, namely the word "let us" or commonly abbreviated as "let's" which is usually followed by the first verb (to infinitive). The expression used in dialog 3 is let's we compare showing how students still don't understand the use of expressions above which should be a "let's compare" where the use of the word we here is actually no longer needed to be used and the word "comparing" should use the first verb " compare. "

The expression of let 's we comparing also shows the strong influence of the mother tongue of speakers, namely Papuan Malay language which is used around Papua and West Papua, including in the city of Jayapura where these students live and have a community. When we pay close attention to the expression of let's we compare, it has

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the same linguistic pattern as Papuan Malay, namely "let's compare ..." In this case, there has been a direct translation of the pattern of Papuan Malay language in producing English which in fact is a foreign language in Jayapura , Papua. The same error that comes from the influence of the mother tongue or first language of the speaker in the second language acquisition (SLA) is called interlingual error, found in the word "at the near" contained in the sentence "the last differences is the tree at the near the T-intersection. "This sentence, if produced in English, should say" the last of the trees near the T-intersection. "This sentence has a sentence pattern that is identical to the sentence pattern in Papuan Malay which means "the last difference is the tree near the intersection," so there should be no need to use the prepositions "at" and "the" again before the word "near."

The next mistake that is also striking is the error that indicates a lack of mastery and/ or understanding for the use of possessive and plural sentences. Examples that can be seen from the dialogue dialog 3 above are the words "there is different" and "some differences is" while for the sentence that means belonging to is the sentence "the cats position." The use of plural forms is actually a form of the simplest sentence pattern that has been very familiar or familiar but it is still a challenge that even at the college level students still make language mistakes. Of course this can be understood because the first language that is owned by these students does not have the concept of plural or singular structures so often trapped in the same mistakes over and over again. Likewise, the absence of a concept of ownership such as the phrase "the cats position" should be pronounced with "the cat's position." Errors in producing foreign languages, especially verbally, must be admitted to have considerable challenges where the influence of mother tongue or first language greatly affects language production second or the target language produced.

In this case, class interactions that occur in Comparing Task learning activities can help foreign language teachers in Papua to pay attention to sentences that are identical to the linguistic pattern of the first language, namely Papuan Malay, so that students can be more vigilant and aware of their mistakes. and fix it. The same is true for foreign language teachers in the land of Papua to pay more attention to the mastery and understanding of students in the use of plural sentences and possessions that are not in the structure of the Papuan Malay language so that it is always true when students produce language the stranger.

4. CONCLUSION AND IMPLICATION

Based on the results and discussion described in the previous chapter, a number of things can be summarized as follows:

1. Class interactions between students of the English education study program FKIP UNCEN that occur in the classroom are seen from the analysis of class interactions in learning activities. Listing Task can help students in addition to actively producing foreign languages or target languages they are learning better, also helping students developing critical thinking skills are shown automatically by students trying to associate or connect with their knowledge about real situations and conditions around them and also by exploring previous experiences that they experience in everyday life both that can be used as a reference in making a list which one they think should be number one or highest in terms of payment.

2. Class interactions between students of the English language education study program FKIP UNCEN that occur in the classroom seen from the analysis of class interactions in learning activities Comparing Task can help teachers of foreign languages in Papua to pay attention to sentences that are identical to the linguistic pattern of the first language namely Papuan Malay, so that students can be more vigilant and aware of their mistakes and correct them. The same is true for foreign language teachers in Papua to pay more attention to the mastery and understanding of students in terms of the use of "plural" and "belonging" sentences that are not in the structure of Papuan Malay language so that it is always the case when producing language the stranger.

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