

HOW DO TEACHER AND STUDENTS INTERACT AND COMMUNICATE DURING THE INSTRUCTIONAL PROCESS IN THE CLASSROOM?

By
Ridhayani*
Sofyan A. Gani
Teuku Zulfikar

Syiah Kuala University, Banda Aceh

ABSTRACT

This qualitative study is designed with the aim to investigate the teacher and students' interpersonal communication skill, their interaction in the classroom along with their difficulties. The study focused on thirty five senior EFL students in an English class of Oemar Diyan Islamic Boarding School. Data collection was conducted by observing a teacher and the students during the instructional process using the format of observation sheet from Markovic and Axmann (2007) and British Columbia Institute of Technology; *Instructional Job Aid / Developing Checklists and Rating Scales*). In addition, a semi-structured interview to a teacher and five students were also conducted to investigate their difficulties in communicating and interacting during the instructional process in the classroom. The findings indicated that the teacher and students still have lack of communication and interaction. The teacher and students experienced many difficulties in communicating and interacting with each other during the instructional process. Most of the students' difficulties are the drowsiness and friend distraction. The students often feel very exhausted when learning and they become sleepy and careless to the teacher's teaching. Besides, students also experienced friend distraction when they are trying hard to focus and respond to their teacher. In another way, the teacher feels overwhelmed to control many students in one classroom. It becomes the teacher's most difficulty to engage the students in a dialog to build a communication and interaction in one meeting.

* Corresponding author: ridhyani90@gmail.com

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INTRODUCTION

Teacher and student are two individuals who always interact and are interrelated every day in the process of giving and receiving the knowledge in the classroom. In order to create an effective learning process in the classroom, teacher and students must be able to establish good communication with each other. Without good communication, teacher and student cannot build a good relationship between them and it may give an impact to students' learning outcomes. Therefore, when teacher and students interact in the classroom, they have to internalize the characteristics of meaning of their speaking to get the right interpersonal communication skills (O'Neil, 2000).

As mentioned in 2006 Curriculum and 2013 Curriculum, the purposes of standard and basic competence of senior high school students in the English subject is that students can communicate well both in expressing transactional and interpersonal communication continuously. Transactional is a transaction (communication) process between people to "*get things done*" (Curriculum 2006) and where both communicators-teacher and student share their responsibility for the effectiveness of the communication. Besides, interpersonal is a part of transactional communication; it is an ongoing communication between the speaker and the listener to create a successful communication and good relationship. Interpersonal communication also creates personal knowledge. Because the more people communicate, the more likely they are to be competent in achieving their goals. Further, the more teachers and students can communicate well, the more they can build a good relationship and avoid any possible misunderstanding in the teaching learning process.

Unfortunately, based on my interview with the teacher in Oemar Diyan Boarding School Aceh Besar in February 2016, in most of the EFL classroom settings, the teachers frequently kept explaining the lesson and were rarely aware of their voice's tones and facial expressions. Besides, the students of Oemar Diyan also did not really pay attention to the teacher's explanation and are reticent in the classroom during the teaching and learning activities. Based on their English teacher's perception, the students often feel exhausted and seem like they have no intention to learn. This situation leads the teacher and students into bad communication habits and damages the

teacher-students relationship, since the desired outcome or goal of any communication process is understanding and awareness of teacher and students' interpersonal communication skills.

LITERATURE REVIEW

An Overview of Interpersonal Communication

Knapp and Daly (2002) state that interpersonal communication skill can be called as well as the ability to connect and communicate with others in verbal or non-verbal communication. This kind of interpersonal communication can take place in individuals and group settings. Gestures such as eye contact, movement of the body, and hand gestures are also part of interpersonal communication. The most common functions of interpersonal communication are listening, talking and conflict resolution. Interpersonal communication involves face-to-face communication aimed to complete a clear and precise goal.

Communication

Nowadays, it is sometimes difficult to define the notion of communication. This happens because of many definitions from the experts and specialists who define it. Experts and specialists provide a definition based on their own opinion in defining interpersonal communication skill. This is also supported by the many fields of sciences which deal with issues of communication, such as psychology, anthropology, sociology, linguistics and so forth.

According to Suprpto (2011, p. 7), the definition of the communication is broadly divided into three parts. First, the understanding of its etymology, where the word "communication" comes from Latin as "communicatio", originated from the word "comunis" which means "the same". In the sense of equal significance, communication means to tell or exchange ideas about knowledge, information or experience of someone (through communication people share knowledge, information or experience). Second, the understanding of the terminology of communication, i.e. the process of delivering a statement by one person to another; this understanding explains that this communication involves a number of people with someone stating something to others and people involved in the communication are called human communication. Third, as a paradigmatic notion that communication takes place according to a pattern and has a specific purpose, with the actual communication

patterns tell, express thoughts and feelings, change opinions and attitudes.

Trenholm and Jenson (2000) also define communication as the "process whereby humans collectively create and regulate human reality". The key words in this definition are "*process*", "*collective*", "*create*", "*regulate*", and "*reality*". In other words, interpersonal communication is through formal and informal communication (process) in which an individual or group (collective) creates and develops (creates) an activity (regulates) that form the external environment (reality). Shannon and Weaver (1949) also reveal that communication is a form of human interaction which influences each other, either intentionally or unintentionally. It is not limited to the forms of communication by using the verbal language but also in terms of facial expression, painting, art and technology.

Interpersonal Communication

Interpersonal communication is the process by which people exchange information, feelings and meanings through verbal or non verbal messages; it is a face-to face communications. Interpersonal communication is not about what it is said about the language used, but is about how the messages are sent through tone of voice, facial expressions, gestures and body language. When two people or more are in the same place or they are aware of each other's presence, then it is the time for interpersonal communication happens no matter how subtle or unintentional the situation is (West & Turner, 2007).

Interpersonal communication can also be understood by considering or monitor style communicator. Through appearance of the communicators we can guess what and how things are said (Coeling & Cukr, 2000). If a person sees himself as a good communicator, communicating with others will not cause problems or vice versa. According to this theory, self-perception plays an important role in the way people can communicate. Some dominant types of communication styles are debate and attentive. Debate is a style of communication that is argumentative and quick to challenge. The dominant communication is characterized by strong talk by way of a take-charge.

Features of Interpersonal Communication

Interpersonal communication skill has some features to support the skill in order to come fruition and naturally. This includes:

1. Verbal communication

2. Non verbal communication
3. Facial expressions
4. Gaze
5. Gesture
6. Paralinguistic cues

RESEARCH METHODOLOGY

This research was a qualitative research study in which I described teacher and students' interpersonal communication skills in their English speaking class of the second grade at Oemar Diyan Islamic Boarding School. The data were collected by observation to observe teacher-students interaction and communication during the instructional process in the classroom, and interview aimed at exploring teacher and students' difficulties in their interaction and communication.

Research Participant

The participants of this research were 1 teacher and 35 students in the second grade of Oemar Diyan Islamic Boarding School in the second semester of study as the population. The teacher and students were chosen for this research because they had many interactions in their class. There were 18 female students and 17 male students observed in the English speaking class. And for the sample I took 1 teacher and 5 students to be interviewed in this class.

Research Instruments

For this research, I used two kinds of instruments to collect the data, - i.e. obsion sheet and interview guide.

Techniques of Data Collection

This research was a kind of qualitative research. It described the interpersonal communication skill of both the teacher and students during the teaching learning process in the classroom. The techniques used to collect the data in this research are: (1) observation, and (2) interview.

Technique of Data Analysis

Bogdan and Biklen (1982, p. 145) stated that qualitative data analysis is "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for pattern, discovering

what is important and what is to be learned, and deciding what you will tell other”. After that, according to Miles and Huberman (2014), qualitative data is analyzed by using three procedures as follows:

1. Data condensation

Data reduction refers to the process of collecting the mass information that the research may obtain during the study which can be reduced and organized. After interview and observation, the researcher eliminates unnecessary conversations in the interview and took the important conversation in helping to answer the research question about teacher and students’ perception about the difficulties faced during the instructional process in the classroom.

2. Data Display/Presentation

The display of data was written in narrative form. I wrote all the data I obtained from the classroom observational field note and the teacher-students’ interview recording in a narrative form of report. I also quoted some necessary utterances from the sample which were relevant to the need of the research.

3. Data Conclusion

The conclusion is the stage in which the researcher develops conclusions of research findings. I took the conclusion based on the data that have been collected. The data gained through observations and interviews were grouped and classified based on the research questions. In other words, I combined a variety of data obtained from classroom observations and interviews of the teachers and students. It is necessary to assist research for the purposes of interpretation.

RESULTS AND DISCUSSIONS

Teacher – student communication and interaction

The teacher and students experienced a poor communication and interaction process in the classroom. During the observation, the students tended to do other activities instead of focusing on the teacher’s explanation in front of the class. The students did the task of other subjects, joked, and talked, and even some students had fallen asleep at their desk. Although there were still some students who responded to the teacher, but they went back to their own activities. In another case, many students tended not to be able to resist talking to

each other while the teacher was in front of the class to explain the lesson. In fact, sometimes the teacher should ask students repeatedly so that students responded to the teacher. In this case, teacher showed her unsatisfied face and slowly warn students with a high tone voice by saying, "*Hey boys...what are you doing?!*". Teacher also gave long stares to the students that revealed her emotional states.

The condition above commonly occurred in the classroom. At the first and second meeting of the observational survey, the teacher began her teaching with a loud and clear voice. She greeted students by walking down to their desk. Even though the teacher was sick because of her pregnancy, she tried to attract students into the classroom atmosphere by asking students condition, calling the students by '*girls*', '*boys*', and sometimes with '*sister*' or '*brother*' so that students can feel that their teacher is their friend.

During the teaching, the teacher used a medium level of English language for the students. She sometimes switched the language into Bahasa Indonesia when necessary. The students also responded back with the same language level. In fact, if the teacher used English during the instructional process, the students would understand the language and it could increase their speaking ability. In another meeting, there were no students who asked; the students kept silent during the class even though they listened well to their teacher's explanation in front of the class. Therefore, the teacher almost had no chance to show her response to the students. But this situation did not end this way. With a full patient she tried to approach and attract the students into her lesson. A good point was that she always kept smiling to her students during the class.

In other situations, I found that some male students slept and yawned at the back; they did not care about the teacher's teaching. This condition made the students less interaction with the teacher; they had no personal reflection and social responsibility. The students keep reticent in the classroom even though they pay attention to their teacher. Facing this condition, teacher suddenly call the student's name who looks careless and ask him to repeat what she already said and the student answers it but he showed the teacher his bad expression on his face.

In the last meeting, the situation changed. The students focused and seriously responded to the teacher's explanation by following all their teacher's instructions. The students followed the teacher's instruction well and seemed they had a new spirit to learn. At this time,

the teaching learning process in the classroom was running well even though they still had some difficulties in interacting and communicating such as drowsiness, friend distraction, and so forth.

Students – Teacher Communication and Interaction

Students and teacher communication and interaction are quite low. This is based on my observation that during the instructional process, some students were yawned and sleep at their desk. Actually, their teacher was teaching in front of the class. When the teacher realized this situation, she tried to walk near the students' seat and loudly explain the lesson beside them in order to get the students up. But, the students kept smiling with innocence face to the teacher. These yawned and sleepy students only get up for a while, and when the teacher continues walking to another side, the students continue sleeping on their table.

The problem above is almost become a habit for each student in the boarding area. The students tend to emphasize their desirous in pursuing their hobby. Therefore, students become very careless to their teacher and their lesson. Even though the teacher is asking questions, call their name, or come to their seat to approach them, the students' respond is still low.

In the other day, when the teacher ask students to answer the task, the students look into each other eyes hoping one of them will go explaining the lesson in front of the class. It means that, the students also have less self-confidence. It is contrast with when the teacher asks them to explain about other things that is not related to their lesson, most of the students raised their hand and competing for the talk.

Students – Students Communication and Interaction

This theme addresses how well students communicate with one another in the classroom. Classes' where students have opportunities to communicate with each other help students effectively construct their knowledge.

During my observations, students and students communication and interaction was good enough. Unlike the teacher and students' communication and interaction, students can build up their interaction well, mostly in group discussion while learning. The students can share ideas, talking about some issues and giving chances to one another to explore their opinions. But, this rarely happens since the teacher often

applies traditional method like explaining the lesson then giving students the task while learning.

In the other circumstance, students experienced a very good communication and interaction when they are talking about their own business. The students quickly respond to one another by toasting their hands, smiling and laughing to each other. The students sometimes slapped each other shoulders, laughed, and poked their friends while studying. When students are discussing the task given by the teacher, they like to discuss it with their pairs. The students feel free to consider their ideas and knowledge with their partner.

The difficulties faced by the teacher and students when interacting and communicating

Friend distraction

According to the students' interview, the interference of friends is one of the factors that caused the lack of students' seriousness of their time learning in the classroom. Generally, most of students who live in a boarding school have lack of entertainment so that they often make some jokes in the classroom. Therefore, when there were some students who listened to the teacher's explanation, they were disturbed and stuck to participate and respond to her friends' joke. When this happened, the teacher found it hard to control the students, because the number of students exceeded the capacity for each class.

Actually, there are many factors that lead the students to make jokes during the learning process in the classroom. Besides, they also have lack of entertainment because they stay in the school dormitory. The students also sometimes feel bored in their everyday activities. They only go to school and work on assignments in the dorm after school. Therefore, they make jokes that they think can entertain them in the classroom, at least to reduce their exhaustion

Traditional method

In the learning teaching progress, the teacher sometimes used a traditional method such as only giving the students the explanation about the subject matter without asking the students about their understanding, giving students a task after reading the text in the book, and spent more focus on writing on the white board rather than building an interaction and communication with the students by asking them anything or asking them to speak up. The teacher thought that she should really focus on the lesson; all materials had to be delivered

completely. But, at this point, the teacher might forget that there were also her students involved in the learning process in the classroom. As expressed by a student that the teacher rarely interacted socially with the students because she more often focused on explaining the lesson and writing on the board. According to the student's answer, this way of learning can lead them into boredom and saturation when learning that they only response to their teacher's instruction by only smiling. Because of that, some students became distracted and were busy doing other activities such as singing songs, drawing something on paper, or even worst sleeping.

Drowsiness

The students are not in the mood to study when they get too exhausted in the classroom after doing many activities before. Indeed, this habit has become routine for students who live in a boarding school to do a lot of activities. There are some students who like a particular activity such as scouting, marching band, taekwondo, and so forth. The students pursue their hobby and they forget their priority to learn. As a result, drowsiness will come to the students because of their lack of sleep at night. And this absolutely will have an impact on the results of their own learning. Therefore, it is difficult for the teacher to build up the interaction and communication with the students when they cannot be cooperative in the learning process.

Big Classroom

An overlarge number of students in a classroom is one of the teacher's obstacles in approaching the students. Under the government regulations in Curriculum 2013, a class consists of 30 students. But in this English class students have exceeded the capacity. Therefore, the teacher was overwhelmed when teaching, especially when she wanted to do some activities in the classroom such as having a small group discussion or a dialogue. In this activity, teacher only can communicate with some students in the whole class because there are many students to reach to in one meeting or in one classroom activity.

Discussion

Based on the four days of observation, I noticed that the teacher was trying very much, although there were times when she was a little dismissive when she was tired. There were many ways she did to attract her students such as always raising her voice while learning, using

appropriate language level with the ability and background of students, and explaining her best subject. She occasionally came to students' seat and called several students for a dialogue or discussion. The teacher did so in order for the students to feel 'needed' in responding to the teacher as well as to eliminate the sleepiness experienced by her students in the classroom.

After a few ways mentioned above were done by the teacher, not all students could attend. In fact, there were many students who were still with their sleepiness, talked to their friends, and also there were students who were busy doodling, and some of them even fell asleep. However, there were some students who realized the situation in class, the importance of the explanation given by the teacher, the importance of the subject they were studying. These students did not hesitate to ask if there was anything they did not understand, or raised their hands when the teacher asked. It is very nice to build a little interpersonal communication interaction and communication between teacher and students in the classroom. As presented by Rungapediachy (1999), interpersonal communication between the teacher and students is important to avoid any misunderstanding that may affect students' understanding or on the results of students' achievement against the lessons taught by the teacher.

I also interviewed the teacher related to her difficulties to encourage students and to build interaction and communication during the learning process in the classroom. The teacher gave an opinion that the students were not satisfied with the interaction and communication between the teacher and her students in the classroom. It was because the teacher found it quite difficult to reach too many students in a class, and sometimes the learning, interaction and communication that she built was not maximized.

Conclusion

The results found in this research on the teacher and students' interpersonal communication skill toward the EFL classroom in Oemar Diyan Boarding School shows that the teacher and student were not aware of the importance of their interpersonal communication skill. It is proved by the result of the observation and interview that the teacher and students still had lack of interaction and communication in the class. The teacher was almost overwhelmed to control her students in the class, because there were too many students in one class. The students also stated that the activities in their boarding did disturb their

study. The students also said that they did not like the method used by the teacher because the teacher explained many theories but rarely did some practices. These factors affected the students' learning process and could also impact on their achievement because of lack of interaction and communication.

As the result of this study, I found that teacher and students still have not been able to maximize their interaction and communication during the instructional process in the classroom. After monitoring for four times in class 5 IPA 1 in Oemar Diyan Boarding School, the teacher and students were not aware of the importance of building a good interaction and communication in the classroom. Based on the observation, the teacher was trying to pull her students to pay attention to her teaching while listening to the lesson material, with the hope that the students would respond and give feedback to what has been taught. However, because the teacher was not in a very healthy state, there were certain moments that she would exhaust and could not focus anymore on her students.

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