

## ENGLISH CLASSROOM INTERACTION IN TWO PRIMARY SCHOOLS IN A RURAL AREA

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### Abstract

Classroom interaction is an important factor in the student learning process at school. Interaction occurs when two subjects in the class (teacher and student) talk. This research aims to analyze the interaction patterns formed in two elementary schools in rural areas, as well as the factors that influence them. This research used a qualitative design with the research subjects being English teachers and students of MI Falakhiyah I Jampet and SDN Jampet 1. Data was obtained using observation and interview methods as data analysis. There are three current flow analysis methods, namely: data collection, data presentation, and concluding/verification. The research results revealed that there were seven types of classroom interactions. The highest percentage of teacher conversations in the two schools was the teacher-whole class where the class was almost all teacher-to-student interactions. Meanwhile, the highest percentage of student conversation in the two schools was student-group members where students were active in speaking when a group was formed containing several students.

**Keywords:** Classroom Interaction; Primary School; Rural Area

### INTRODUCTION

English education in elementary school is very important for developing students' communication skills. However, challenges in rural areas include limited access to resources, socio-economic backgrounds, and unique cultural environments. Low motivation, lack of parental support, and inadequate facilities also hinder the implementation of English language learning, as highlighted by Nash' (2023).

Classroom interaction, as defined by Sari (2018), involves activities between teachers and students in the classroom, involving them in the teaching process. Good interaction will make it easier to deliver lessons to students. Sari emphasized the importance of class interaction because it determines teaching conditions. Good teacher-student interaction will lead to successful teaching and learning processes, while bad interaction will lead to poor teaching results.

Rural areas in Indonesia face various challenges, including limited resources, inadequate education, and low awareness of the importance of education (Abduh et al., 2022). This is also in line with the opinion of Febriana et al. (2018) who stated that education in rural schools in Indonesia is still far from adequate because there are still many obstacles that hinder the learning and teaching process. This study aims to examine classroom interactions between two rural elementary schools, with a focus

on the challenges these schools face due to limited teaching facilities, economic factors, and parental factors. This research aims to provide an in-depth understanding of how classroom interactions work in this challenging environment.

From the explanation above, the formulation of the problem can be drawn, namely, What are the patterns of English classroom interaction between teachers and students in two Primary schools? and What are the factors that influence English classroom interaction in two Primary schools? and also from the problem formulation above, the research objectives are To identify and analyze patterns of English classroom interaction, focusing on the interactions between teachers and students in English classes at two Primary Schools and To investigate and understand the factors that influence the interaction in two English classes at Primary School.

Kurniawan's (2022) study of classroom interactions in EFL junior high schools found that teachers controlled most interactions, with a higher percentage of teachers interacting throughout the class. The research was conducted using a qualitative design and observation method, involving English teachers and 35 grade 8 students at SMP Negeri 5 Singaraja, using the (FLINT) system for data analysis. Pujiastuti's (2013) study of classroom interactions in English for Young Learners (EYL) found that teachers control and lead interactions, while student interactions also play an important role. This research is a qualitative study involving an English teacher and 15 students at a private elementary school in Bandung, using observation and interviews for data collection. Erlinda Kurniatillah et al. (2022) researched teacher-student interactions in English classrooms, revealing that interactions are interactive, with teachers providing material and students responding. The research used qualitative design, observation, and interviews with grade 9 students at SMP 176 Jakarta.

Previous research may have been inadequate in exploring interactions in English classes in rural areas. Most studies tend to focus on urban environments or larger schools. By understanding the dynamics of interaction in English classes in rural areas, this research can provide valuable insights for educators to improve their teaching practices. This research offers a new perspective with a focus on rural areas, which is often overlooked in the academic literature, providing an important contribution to our understanding of variations in English classroom interactions in rural areas. The findings from this research could have a significant impact on the development of education policy in rural areas, including resource allocation and teacher training.

## **METHOD**

In general, there are two research methods, namely qualitative and quantitative. In this research, researchers used qualitative research methods, namely data analysis methods without using statistics. Aspers & Corte (2019) define qualitative as an iterative process that increases understanding by making new differences as a result of what is studied.

This research aims to understand classroom interactions in rural areas through observations and interviews. The research was conducted in two schools, namely MI Falakhiyah I Jampet and SDN Jampet 1 to understand English class interactions in rural areas and compare the English learning experiences in the two schools.

The method used was through three observations at MI Falakhiyah I Jampet and SDN Jampet 1, and also through interviews. Observations were carried out periodically during class hours to capture the dynamics between teachers and students, and interviews were carried out once after the third observation process was carried out. Observations will be carried out in the classroom directly and using video recordings of classroom learning, then interviews will be conducted with the language teacher.

The first method used was observation to study English class interactions at MI Falakhiyah I Jampet and SDN 1 Jampet. Observations were carried out three times during learning hours and through learning videos. The focus is on interactions between teachers and students and student-teacher interactions. Researchers recorded teaching methods, student participation, and social interactions using observation instruments. Field notes and visual documentation were also used for in-depth analysis. The second method is interviews, interviews will involve English teachers at both institutions, starting with open questions to understand their general approach. Interviews will then focus on specific aspects such as teaching methods, challenges faced in rural contexts, and strategies for increasing student participation. Teachers will share their experiences and experiences, providing a comprehensive understanding of English teaching practices. The results will enrich the observation findings. This thesis research examines English class interactions at MI Falakhiyah I Jampet and SDN Jampet 1, using data triangulation for validity and reliability. Observations and interviews provide an in-depth understanding of the dynamics of real learning.

## **FINDINGS AND DISCUSSION**

### **Findings**

The researcher made three observations at each school in this study, spending forty minutes at each meeting. The intensity of conversations between teachers and students in both English classes was observed by researchers, and the results are presented in this data. There are 7 interaction patterns found in the class (Kurniawan, 2022). Seven different forms of classroom interaction were represented by researchers based on observations. The first category is teacher-whole class interaction. At MI Falakhiyah I Jampet, the teacher greets the class and assesses their understanding during this assignment. This also happened at the second school, namely SDN Jampet 1, where the teacher greeted when class started and also criticized the students' performance. Observation results show that teachers in each class have a significant influence on students' understanding of the subject matter. The teacher

greet the class and ask about their readiness for the lesson before allowing them to provide references. The second type of interaction is teacher-individual student, usually to ask questions directly or check attendance. This also occurs when a teacher corrects a student's statement or a student's grammatical or phonetic errors. Teachers use code mixing in addition to talking with students to verify attendance based on observations. There, the teacher also corrects the students' pronunciation. This will help other students avoid the same mistakes by giving them examples of how to pronounce words correctly.

The third category is Teacher-Group Members, which are used by teachers to divide their classes into small groups so that students can more easily complete assignments or homework. Based on observations, the teacher at MI Falakhiyah I Jampet held a conversation with one of the group members to form a pair of people who would discuss and come up with topics for greeting cards. Meanwhile, teachers at SDN Jampet 1 are more concerned with organizing the flow of teaching. The teacher exclusively pays attention to students' needs, translating words or offering suggestions and comments to the group. The fourth category is the student-teacher, this occurs when students initiate communication with the teacher, for example by asking questions. When students were asked about the subject at the second meeting, this is what happened. Students at both schools attempted to engage with their teachers by raising questions about content they found confusing. Students attempt to engage with the teacher by asking questions about the lesson material, based on observations. In the script that shows how students start by asking questions based on the material that has been presented by the teacher, students already feel the need to start with their ideas and discuss them with the teacher. The fifth category is student-students, interactions like this occur when they talk and interact with their friends in class. This usually happens when students talk about topics that have practical applications. Additionally, students usually handle this instead of being asked by the teacher. Observations show that students at MI Falakhiyah I Jampet try to engage with each other. This shows that students think that they can overcome their problems without the teacher's help or are afraid to seek help. They seek to engage in conversation, exchange, and request information. Likewise for students at SDN Jampet 1, where the students seemed active when exchanging opinions with fellow students.

The sixth category is Student-group members, this kind of interaction occurs between students and their groups. When students interact with each other and present their work to other groups, this happens. Students try to communicate with other groups and share the results of their work, according to observation data. Students at both schools have the confidence to present the results of their groups to other groups so that between groups they can explore information from other groups to broaden their insight. The seventh category is student-whole class, this kind of interaction involves students and teachers. Teachers also engage with differences that

exist among students in groups when they ask questions, express ideas, or make comments. Students present their work in front of the class, teacher, and other students as an audience based on their observations. Additionally, it grows students' social skills and self-confidence. Students who participate actively in class can benefit the entire group; when they speak in front of a group, communication immediately improves.

Teachers need to be able to create an interactive classroom atmosphere so that communication between teachers and students can run well (Rohmah, 2017). Several factors can influence the classroom interaction patterns described above, such as good and bad relationships between teachers and students or even the school environment, and classroom environment can also be factors that influence interaction patterns in the English class. Teachers are advised to use appropriate learning strategies to make the learning process easier for students (Fitrianiingsih, 2023) In the MI Falakhiyah I Jampet, it can be concluded that the relationship between teachers and students is well established, as evidenced by the classroom atmosphere. When they are doing English lessons, students look enthusiastic about following the teaching carried out by the teacher. The school environment, which unfortunately is not conducive, also affects students' mood in learning English, as evidenced by the fact that when they are engrossed in lessons in the classroom, there are often disturbing sounds from outside the classroom, such as the voices of traveling vendors, the voices of mothers waiting for their children to go to kindergarten, and the voices of kindergarten children when they are resting. The location of the school which is flanked by several schools such as PAUD, TK, MTS, and MA is the reason for the less conducive school environment at this first school. Several factors influence interaction patterns in the classroom at the first school.

For the SDN Jampet I, the atmosphere is more conducive because there are only PAUD and Kindergarten in the area around the school, traveling vendors cannot enter because there is a fence that prevents them from entering before break time arrives. The teacher and student factors in the class also look conducive because the teacher can bring a relaxed atmosphere into fun and that can make students feel at home in taking English lessons. There are indeed some students who are a bit lazy about taking English classes because they lack interest in this subject, but the teacher still pays attention and provides action in class so that they don't miss out on material from the others.

It can be concluded that environmental factors have a greater influence on the interaction patterns of students and teachers because the two schools have different school environments. Interaction can run comfortably if there are no disturbances either from within the class itself or from outside the class, on the other hand, if the environment is not as conducive as the first school, students will also be disturbed and their focus will be easily diverted by disturbances originating from outside the class.

## Discussion

Based on observations, it is known that the classroom interactions that occur in both schools between teachers and students have different percentages but are not very significant. The data will be categorized into two, namely interactions initiated by teachers and interactions initiated by students. Percentage data can be seen in the following table.

Table 1: Percentage of both schools

No	Type of Class Interaction	MI Falakhiyah I Jampet	SDN Jampet I
1.	Teacher-whole class	47%	47%
2.	Teacher-individual student	40%	42%
3.	Teacher-group members	13%	11%
4.	Student-Teacher	20%	25%
5.	Student-student	25%	23%
6.	Student-group members	29%	30%
7.	Student-whole class	17%	17%
8.	Silent or confusion	9%	5%

From the table above, it can be concluded that both schools have the same order of presentation in the teacher talk category. In three meetings, it shows the dominance of class interaction, the highest level of which is teacher-whole class, followed by teacher-individual student and the last is teacher-group members. While interactions built by students have different results between the two schools, school A shows that student-group members have the largest percentage, followed by student-student, student-teacher, student-whole class, and finally silent or confusion. Meanwhile, at school B, the largest percentage is in student-group members, followed by student-teacher, student-student, student-whole class, and finally silent or confused.

## CONCLUSION

The research conclusion shows that class interactions in learning English in two elementary schools located in rural areas are not much different. The teacher's teaching style and the environmental conditions around the classroom are the main factors that can influence interactions in the classroom. In this case, MI Falakhiyah I Jampet has an environment that is not conducive, which proves that students will easily be distracted, which will disrupt the interaction between teachers and students in the classroom. On the other hand, SDN Jampet I has a more conducive environment, where it is easier for students to focus on the teaching given by the teacher so that the interactions that occur are relatively good. Researchers recommend that teachers apply more interactive and interesting teaching styles and techniques to increase class

interaction based on the conditions and challenges in their respective schools. Of course, both schools have their challenges that can influence interaction patterns in the classroom, but if teachers can overcome these challenges then the interactions that occur in the classroom will be well established.

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