Exploring Online Classroom Interaction Pattern: Students' Perception of Online Classroom

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Article Info	ABSTRACT
	In this Covid-19 Pandemic situation, the teaching and learning process has different modes. Recently, teaching and learning have been done by online mode. In Indonesia, most of the teacher uses WhatsApp application as their main platform to be a bridge for teaching and learning. However, the teacher needs to use the other platform to assist the students especially in learning English. This research tried to investigate the online classroom interaction and the students' perception toward online classroom interaction. Classroom interaction became a vital thing for the students in developing their English skills. This research used a qualitative method for interpreting the data. The findings showed that the IRF strategy was used by the teacher. Furthermore, teacher–whole classroom, and teacher–student interaction also happened in the finding of the research. Moreover, the students here had a good perception of online classroom interaction. Yet, they felt that offline meeting was also important. Hence, the students hoped that it could be done balance between online and offline classroom. Besides that, even the students claimed that they prefer online classroom, yet there were some challenges that students faced such as insufficient internet data, unstable signals, and crowded written platform. .

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1. INTRODUCTION

Today, teaching and learning are in different modes as usual. The teacher and the students should evolve for this current situation. Even though the teaching and learning process is in a different mode, both teacher and students should run the classroom without exception. Discussing the current situation, the government in Indoensia tries to maintain the teaching and learning process by giving free internet data for connecting both teachers and students. Therefore, the classroom still is held through online mode. The fact that the teachers and the students get free internet data. However, there are many classrooms that cannot be maximized by the teacher. A preliminary study is done by asking some students around about their online classroom. The result shows that most of the students have their online classroom only through the WhatsApp application. This is so unfortunate because the teachers do not run the classroom with any other method such as Google meet or Zoom application.

Establishing the interaction between the teachers and the students is needed. Even if the teacher uses WhatsApp application as their main platform in teaching. It can be said the teacher having interaction with their students in written form. If the teaching and learning process is done through only WhatsApp application, do not the students feel bored? Thus, the teachers need to keep in touch with their students on different platforms such as Google meet or Zoom. Hall & Verplaetse (2000) states that in the interaction between teacher and students that discuss of learning topic creating practical activity that can help the entire

classroom keep their attention on it. Besides that, that activity can construct both form and content of the target language. From the explanation above, without the students realize of the discussion between the teacher and the students, it can produce a good activity that helps to achieve the goal in the target language.

According to Chai (2015), there are some issues in classroom interaction. Those issues such as passive students, not really having interaction and the interaction does not cover all of the students in the classroom. Those issues can be covered if the teacher pays more attention to their students' problem, especially in classroom interaction. To know the students' problem, as the teachers, they can ask about their students' perception toward their online classroom. It purposes to investigate the other possibe problem in the classroom except those are already found by Chai. Moreover, in Chai research and this current teaching and learning is different. Hence, it much better to explore the perception to know the students' problem in online classroom interaction.

Although there are some issues in classroom interaction, it does not make that the teacher and the students have to avoid it. Classroom interaction is important to help the students building communication in the classroom. Kramsch (1986) claims that to help the learners' communication competence, the learners need to be given the opportunity to have a discussion, to get feedback, to ask for an explanation, and to initiate a communication. Besides that, Rivers (1987) states that the classroom should be balanced, the teacher should not dominate one-way of talking, the teacher should cooperative and give the students a chance to start the discussion. Therefore, the teacher can construct the students' speaking skills by employing classroom interaction. Moreover, building a good classroom environment is not easy, the teachers have to prepare their class well and they have to give their students chance to initiate communication about the topic of learning.

In this current situation, the classroom interaction is actually different from before interaction. Nowadays, both the teacher and students keep their interaction by having an online classroom. Hence, this paper tries to look out the interaction in a online classroom such as in WhatsApp and Google Meet. This is done to know how the current online teaching and learning situation without any exception. Furthermore, this paper would like to investigate both the teacher and the students' perception about the classroom interaction which is done by online interaction. Chen (2003) states that the perception of someone especially students or teachers can be used to improve the teaching and learning process. Students' points of view can be considered by the teacher, after that the teacher can make some adaptations in the classroom. Hence, to make it easy, the purpose of the paper would like to answer the research questions (1) How is the classroom interaction employed in an online classroom? (2) How do the students perceive online classroom interaction?

Classroom Interaction

Having good communication and interaction in the classroom is important both for the teacher and the students. Besides that, interaction has significant roles, especially in a language classroom. Many definitions of classroom interaction, one of them is a two-way process between the teacher and the learner in the teaching and learning process (Dagarin, 2004). Furthermore, Hall & Verplaetse (2000) claims teacher and student interaction create a good discussion that can help the students in understanding the topic especially achieving the goal of learning the form and the content of language. Therefore, classroom interaction can be said an important thing in the classroom because it can create a good atmosphere to achieve the goal of learning a language.

Participant of Classroom Interaction

There are some participants who have interaction in the classroom. Dagarin (2004) states that there are four kinds of interaction such as:

1) Teacher – Learners
2) Teacher – Learner/A group of learners
3) Learner - Learner
4) Learners – Learners

The first interaction is teacher and the learners. The first category based on the participant could happen when the teacher interacts with the whole classroom at that time. The teacher delivers the idea to the all of students. This interaction saves time because the teacher can express the idea about a topic at the same time. The teacher here can be a good role model for the students. The teacher gives a good example about a structure or vocabulary to the students. After that, the students can imitate a good example from the teacher into the other sentence that comes from the students' utterances.

The second formation is a teacher and a learner or a group of learners. Here, when the teacher tries to interact with an individual learner or some students. So, the teacher communicates only with one or some students in the classroom. This type of interaction sometimes is employed to evaluate a student. This type of interaction also can be used for an informal conversation to start the lesson.

The third interaction is learner and learner or sometimes it is called pair work. The teacher gives a task to the students and then the students have to do it in a pair. In this pair work, the student can interact with the other student. The teacher here becomes an adviser to assist the pair workgroup when they face some obstacles in finishing the work. Then, the students can share their idea after having a pair of work.

The last arrangement is learners and learners. It can be said group work. When the teacher divides the classroom into some groups and the teacher gives them an assignment in group work. After that, the teacher gives an individual assignment to check the students' understanding after discussing in the group. The teacher here is as a consultant to evaluate the students' comprehension of a certain topic after discussing it in group work.

The Pattern of Classroom Interaction

There is a pattern in classroom interaction. The pattern is called IRF. Malamah (1987) states that IRF here stands for the initiate, response, and feedback. Initiate here means an expression of the speaker's idea about a certain topic discussed in the classroom. Then, response defines as an expression of responding toward the first speaker's initiation and the respond is related to the topic before. While Feedback is detailed information from the agent to give a better understanding of someone's competence. This IRF pattern has flexible features, thus the teacher can reuse the various structure. Besides that, in the feedback pattern, the teacher can use different kind of feedback according to the goal.

Students' Perception

Every different person has their own perception, one person will a have different point of view about a certain topic. Talking about perception, Langton (2015) defines perception as a fusion of mental representation toward a detailed phenomenon. Knowing the students' perception is a real pleasure for the teacher. Chen (2003) also states that the students' point of view assists the teacher to assess the effectiveness of the teacher's program in the classroom. Moreover, the teacher can make a good improvement in the next or future meeting activity, interaction, or feedback. Therefore, it can be said that acknowledge the students' perception will help the teacher evaluate the teaching and learning process in the classroom.

There are many research about classroom interaction. One of them is Ramli & Yohana's research (2018). In their research, the result shows that the interaction can help the students in encouraging the teaching and learning process. Moreover, it also develops their skills and help them to know about democracy value in the classroom. The students also have a good perception of it. They feel that it can helps them in learning a language like when their friend makes a mistake, the other students' will notice it and try to avoid the same thing. Furthermore, the students feel the enthusiasm in the interaction of classroom than the teacher only talks in one way. So, knowing the students' perception is a vital thing, it can show the teacher about their teaching and then the teacher can have a refinement of their teaching. In the present research, it tries to investigate the interaction of online classroom and the current perception about the online classroom interaction.

2. RESEARCH METHOD

In this paper, the research uses qualitative research. Qualitative research means that an interpretation of a detailed condition and it may implement some methods in a natural setting (Ary, et.al, 2010). The qualitative research here is used to investigate an online classroom interaction. The researcher here conducts the research during the second semester of the 2020/2021 academic year. The research is conducted in senior high school Al-Azhhar, Gresik. The participants are the students of the TWnth classroom.

Online observation is used to obtain data on how is classroom interaction employed in an online classroom. Online observation is chosen because the classroom right now is done in online mode. To avoid the spread of Coronavirus, the school prohibits both the teachers and students from having activity in the offline classroom. Thus, the classroom here is held online and it is the reason behind the online observation.

While to know the students' perception, opened and ended questionnaire is selected by the researcher to answer the second research question. The closed questionnaire contains eight statements that the students need to respond while the opened questionnaire consists of three questions that need to be answered. The statements are related to classroom interaction in an online classroom while the opened questionnaire is about the students' preference and the challenge of online classroom interaction. It is used because it is simple for the students to answer the statements and questions. Besides that, this questionnaire uses a likert-scale to categorize the students' respond. There are five names of scales such as strongly agree, agree, neutral, disagree, and strongly disagree. Furthermore, the purpose is to know the advantage and the disadvantage of online classroom interaction, preference, and the challenge in conducting an online classroom.

3. FINDINGS AND DISCUSSION

3.1 Findings and discussion of classroom interaction employed in an online classroom

After getting the data from the research instruments including online observation and questionnaire. Then, the next step is analyzing the data in order to draw the objective and conclusion of the research. The purpose of this result and discussion here are to answer the research questions. There are two research questions that need to be answered. The first is to answer how the classroom interaction is employed in an online classroom and then How do the students perceive online classroom interaction.

In online observation, the researcher joined the classroom on the WhatsApp group. The researcher joined the classroom for two meetings. WhatsApp application here seems to be the main platform for the teacher and the students. However, the teacher did not only use WhatsApp but teacher also used other platform such as Google Meet. Before going to explain the material, the teacher checked the attendant list. Furthermore, the material of the classroom at that time was a passive voice. After that, the teacher gave an explanation about passive voice. The teacher also gave stimulation with initiation in the early explanation by asking "anyone knows how many patterns for passive voice?" The number in the table showed the conversation's order in online classroom

Table 1. Example of classroom interaction

Teacher	Student
(1) Teacher: Anyone knows what is passive voice? (I)	(2) Student: Kalimat Pasif, sir (Passive Sentence, sir) (R)
(5) Teacher: Okay, good job class (F)	(3) Student: Kalimat pasif mister (Passive sentence, mister) (R)
	(4) Student: The opposite of active voice sir (R)

Table 2. Example of classroom interaction

Teacher	Student
(1) Teacher: Next question, how many patterns in passive voice? (I)	(2) Student: 12 patterns (R)
(5) Teacher: Okay, nice try class. The right answer is 9 (F)	(3) Student: 8 patterns (R)
	(4) Student: 16 patterns(R)

Those are the examples of the teacher's initiation in the classroom, in the first meeting the teacher tried to encourage the students in the teaching and learning process by initiating the questions. The number here shows how the interaction happened, number 1 means it is the first dialogue from the speaker, and then number 2 and so on and so forth. Those table 1 and 2 shows that the teacher tries to engage the whole classroom to respond to the teacher's utterance. Furthermore, the interaction is teacher – whole classroom. Besides that, there is IRF pattern that appears in the interaction. In the first meeting of passive voice material, the teacher still dominates the classroom because he should guide the teaching and learning process. Thus, the teacher tries to encourage all of the students in the classroom to express their idea even though the answer is not accurately correct.

Table 3. Example of classroom interaction

Teacher	Student
(2) Teacher: It is used when we want to focus attention on something affected by an action. For example, the ball is kicked by Messi (R)	(1) Student: Sir, What is the purpose of passive voice? (I)
(4) Teacher: Okay, good. (F)	(3) Student: Oh ok, sir. I understand (R)

Table 4. Example of classroom interaction

Teacher	Student
(1) Teacher: Before we continue for further explanation. Can anyone help me to change this to passive voice? Father buys a new shirt. (I)	(2) Students: A new shirt is bought by Father (R)
(3) Teacher: Very good guys. (F)	

The teacher occasionally did not start the interaction first but it can be seen that the student also started initiating something related to the topic. The teacher here also gave a response to the student's initiation. The table 3 shows that the student little bit interesting in the topic and initiating the question to the teacher. It is a good start if one student is brave to ask something to the teacher. After that, the teacher still dominance the classroom by giving question.

Table 5. Example of classroom interaction

Teacher	Student
(1) Teacher: Please, read the file that I already sent to WhatsApp group (I)	(2) Students: Now? (R)
(3) Teacher: Yes, of course. It is better for you to read carefully and pay attention in different types of passive voice.(F)	

Table 6. Example of classroom interaction

Teacher	Student
(1)Teacher: Any questions? (I)	(2)Students: When do we need to submit the assignment from your file sir?(R)
(3)Teacher: Okay, you can submit it next meeting. Then don't forget to rewrite all of the passive voice formulas in your book. Give your signature in your rewriting and send me the picture. Submit it into one folder to your classroom's chief (F)	

The teacher just gave notes and an assignment for the next meeting or it can be said as homework. The teacher gave a clear explanation about the next meeting assignment and after that, the teacher closed the meeting. The students also asked the teacher about the assignment for the next meeting.

In the next meeting, the teacher used Google Meet to have a classroom. When the researcher joined the WhatsApp group, the teacher gave a link that was connecting to google meet. The teacher checked the attendant list for a couple of minutes. The teacher looked more attractive when he used Google Meet to have a classroom. The teacher triggered the students about the last meeting material. Besides that, the teacher also integrated Google meet and Microsoft Excel. The teacher tried to put the students' answers in Microsoft Excel.

Table 7. Example of classroom interaction

Teacher	Student
(1)Teacher: Oke, Number 2. This important email has been sent by my secretary. Anida, what is the sentence, passive or active? (I)	*(2)Students: Passive voice (R)*
	(4) Student: Active voice (R)
(3) Teacher: So, we need to change it into? (I)	*(5) Student: My secretary has sent the important email (R)*
(6) Teacher: Nice answer (F)	

Table 8. Example of classroom interaction

Teacher	Student
(1) Teacher: Oke Aisyah, please number 3. We will be visiting our grandmother next week. (I)	*(2)Student: Our grandmother will be being..... (R)*
	(4) Student: visited by us next week (R)
(3) Teacher: yes, double! be being (F)	
(5) Teacher: Sipp. (F)	

Table 9. Example of classroom interaction

Teacher	Student
(1) Teacher: We continue to the next question. Please Aisyah, point one of your friends. (I)	*(2) Student: Yunika (R)*
	(3)Student: Me? (R)
(4) Teacher: Yes, Number four is easy. (R)	*(5) Student: Because of fog, all flights were cancelled (R)*
(6) Teacher: Oke it is Cancelled not cancel (F) (try to fix how to pronounce cancelled)	

Those are some examples of classroom interaction. In the second meeting of passive voice material, the teacher did more interaction with an individual student. Looking at the first meeting, the teacher tried to explain more because of it, the teacher decided to interact with the whole class rather than a student. After the students had a good understanding of the material, the teacher considered talking with a single student. The second meeting, it can be seen that the students have more engagement in the teaching and learning process. The teacher here only controls the students' activity by continuing the question or statement by the students.

Going into the discussion, there are many interactions that happen in the classroom. The findings reveal that there are IRF Pattern in online classroom interaction. It is the same result as Saswati's research (2018), that the teacher uses the IRF pattern. Besides that, in the first meeting, the teacher here focuses on explaining the material. Therefore, the teacher interacts with the whole classroom rather than with an individual student. Atmojo et.al research (2020) tells us that interaction with the whole classroom is needed because the teacher wants to explain the material. Besides that, the teacher also tries to make the students remembering the most important aspect by delivering feedback. Moreover, the teacher's talk also encourages the students to engage in the teaching and learning process (Ramli & Yohana, 2018). Further information from findings shows that to having good exercise in a certain material, the teacher interacts with one student. It purposes to make the students implement their knowledge about passive voice. Besides that, speaking in the classroom also trains their speaking ability without themselves realizing it. Making a good interaction in the classroom is not easy. Dagarin (2004) claims that when student and student start the conversation, it may encourage the other students to express their idea. It can be said that it makes the classroom more alive. Thus, the interaction in the classroom is really important especially in this current situation; online teaching and learning.

The Students in online classroom seems to be active but the fact from the active students here, all of it because of the teacher. The teacher did the great work to keep up the classroom atmosphere. Most of the initiation started from the teacher that is why the classroom became alive. Similar result with Saswati's research (2018), the students need the teacher to start initiating them first, after that the students answer then the feedback would be provided by the teacher. Same result also happened in Nernere's Research (2016), the

teacher dominates the initiation rather than the students. The students rarely sets the question first. Furthermore, this should be done by the teacher because if the students passively ask the question first, the teacher has to dominate the classroom for making good atmosphere and alive classroom. In Rahmi Et.al (2018) also had the same result, the teacher dominated the classroom by initiating the interaction. This is a good step for the classroom interaction. When the classroom is little bit quite or the students are passive in asking or initiating question, the teacher has to take the control by giving stimulation or initiation. It purposes making the classroom interaction active. Therefore, it is good step by the teacher dominate the initiation if the students are passive especially in online interaction which all of the students firstly did online classroom.

Sometimes, the students also eagerly initiate the classroom interaction. It is in line with Murtiningrum's research (2009), the students initiated the question even it was not many as the teacher's initiation. Besides that, the students were expressing the initiating by Indonesian language. It has different result because the classroom was held offline. Therefore, the students felt more comfortable to ask comparing to online classroom which the students just felt the first time experience. The other different result also be found in Bobe's research (2019), the result found the students also initiated the question in classroom interaction. The different result here because the teaching and learning activity here was happened in offline classroom. Besides that, it is because the participants in the classroom were different. In Bobe's research, the participants were university students. So, the result could be not the same because of the participant here. Further, the teacher has to make a good environment first to make the students feel comfortable with their classroom. After that the students can easily deliver their initiation or open the interaction in the classroom without the domination of the teacher.

3.2 Findings and discussion of students' perception of classroom interaction employed in an online classroom

There are some statements that the students need to be answered. Even it is qualitative students' the number in the questionnaire is needed to help the researcher for interpreting the data. This is the finding in students' perception of classroom interaction

Table 10. Students' questionnaire of classroom interaction in online classroom

NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I like having conversation in online classroom	3	11	8	0	0
2	I don't care about my friend's utterance	0	0	5	14	3
3	I always listen to the teacher's talk	7	13	2	0	0
4	Teacher's interaction motivates me to speak	2	10	10	0	0
5	I afraid and feel shy when I start a conversation	0	2	9	8	3
6	I feel confident to speak even my grammar is not good enough	3	14	5	0	0
7	My teacher speaks too fast	0	1	5	12	4
8	I understand the meaning when my teacher is speaking	3	11	5	3	0

In the opened questionnaire, most of the result shows that the students' perception toward classroom interaction is good. Students like having a conversation in the classroom, it shows that they need interaction

with their teacher or even their friend in the classroom. Second, as many as 13 students appreciate their friend, when one of their classmates expresses an idea in the classroom. Third, most of the students always listen to what their teacher speaks in the classroom. Besides that, more than half of the whole students in the classroom agree about the teacher's interaction in the classroom motivate them to speak or replying the teacher's idea. From the questionnaire, it tells us that the students do not feel shy or afraid when they want to express their idea about a certain topic. In fact, as many 17 students have well confidence to speak in the classroom even though they occasionally makes mistake in grammar. The last two statements show us that most of the students do not have anyproblem with the speed of the teacher's speaking or understanding the teacher's utterance.

Besides close-questionnaires, the researcher also uses opened questionnaire. The open-questionnaires asking about their preference about the online or offline classrooms. The result reveals that most of the students actually like both online or offline. Even though they like online teaching but they still need offline teaching as their main way of learning. As we all know the condition of nowadays prevent us from going to school or holding a classroom in the school. Furthermore, the students also reveal that they feel comfortable with oral classroom interaction rather than the written one. The reason for preferring the oral interaction such as the students can have intense communication with the teacher, then it is also having clearer explanation. Yet, some of the students also prefer written because it does not cost much internet data. For the last opened question, it is about their challenges in conducting online classroom. Many students state that they do not sufficient internet data for many online classrooms especially using google meet. Then unstable signal also becomes a problem because it is disturbing the learning process. The last challenge such as when they have written discussion on WhatsApp, sometimes they feel it is crowded when there is a lot of chatting messages. That is why, the students cannot follow the classroom well.

Most of the students' perception toward online classroom interaction is showing a positive vibe. Most of the students enjoy when they have a quality conversation in the classroom regarding a certain topic. It also can be found in Ramli & Yohana's research (2014), showing that students feel happy and like the interaction in the classroom. When the students are willing to talk, it makes the teaching and learning process becoming alive and more attractive for the other students. Besides that, they also pay attention to their friend and teacher who are talking in the classroom. It has a similar result with Nuryani et.al research (2018), that the students give their attention to understand the material and the discussion. Without the other students realized, when a teacher starts to raise an issue, the students also want to give the other point of view or respond to the issue. As many 12 students agree with it. After that, the students here agree that they feel confident and have no issue with anxiety or ashamed to speak even sometimes they make some mistake when constructing a sentence. In Saswati's research (2018) the phenomena such a thing, it also happens, the students do not worry about the grammar and they have the willingness to speak in the classroom. Even the result that the students do not ashamed with the incorrect grammar. The fact showed us that the students are less speaking or initiating the question. It is in line with Rahmi, Et.al research (2018), which the students are less active to initiate in building an interaction in the classroom. Furthermore, the students tell us that there is no problem with the teacher's speed of speaking when teaching, and then it reveals that three students have an issue because they sometimes cannot understand their teacher's utterance. Hence, the teacher should give some treatment to those three students for understanding the meaning of the sentence.

In the opened questionnaire, it shows that most of the students prefer having offline classroom but they also like an online classroom. In this case, the students want to have an offline classroom as their main activity while the online classroom is just a supporting activity. This result has the similarity to Al-Omari & Salameh's research (2012) which that the students want to have a balance between online and offline classrooms. Even the students like online classroom yet the students feel that offline classroom is more important because there is more interaction there. Then the result of this research has the same as Saswati's research (2018), the students reveal that they preferring oral interaction because the students feel more intense in communication and clearer explanation from the teacher. The challenge of online interaction such as insufficient internet data, crowded discussion on the written platform

Many students state that they do not sufficient internet data for many online classrooms especially using google meet. Then unstable signal also becomes a problem because it is disturbing the learning process. The last challenge when they have written discussion on WhatsApp, sometimes they feel it is crowded when there is a lot of chatting messages. That is why the students cannot follow the classroom well. The similar challenges was also found in Zboun and Farrah's research (2021). After knowing the students' perception, the teacher or the school can conduct a better future meeting classroom. The teacher can make some rules when the teaching and learning process on a written platform to avoid the crowdedness of the classroom. Then, the government should have a good policy to overcome this problem about the offline and online classroom. Its purpose keeping the balance between the offline and online classroom. The stakeholder has to

tell that the teacher and students should have oral and written classrooms as well, for avoiding boring classrooms.

4. CONCLUSION

In the conclusion, the classroom interaction in online classroom in senior high school of Al-Azhhar, Gresik was happened. The IRF interaction happened with the teacher domination in initiating and the students are less initiating in classroom interaction. The teacher here has done something good, the teacher provides both written and oral meetings. This happens to avoid the boringness of the classroom. The teacher also implements a good strategy in encouraging the students in the learning process. The strategy in the first meeting, the teacher tries to engage the whole classroom to interact and the teacher also tries to get the students' attention to what the teacher explained in the class. Next, in the second meeting, the teacher lets their students practice what they learned in the classroom by encouraging them in teacher and student situations. Furthermore, to make the teaching and learning better, the teacher should pay attention to students' perceptions such as a crowded classroom. Besides that, the teacher needs to make the students feel comfort in online teaching and learning situation. The online learning here is something new for the students. So, the teacher has to hold the classroom using both whatsapp and google meeting. Futhermore, it can be used to make the students comfort and it can make the students feeling enjoy in the new habit of learning. For the further researcher, they can conduct the research about classroom interaction but they should classify it into written or oral interaction. Those are important to investigate because it would have different interactions between written and oral interaction. Then the further researcher can investigate the new format of teaching and learning activity, which is online mode.

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