

# Classroom Interaction Patterns of English Teacher Candidates in Micro Teaching

Yasminar Amaerita Telaumbanua <sup>1\*)</sup>, Berlin Sibarani <sup>2)</sup> Masitowarni Siregar <sup>3)</sup>

<sup>1)</sup> Universitas Negeri Medan, Medan, Indonesia

<sup>2)</sup> Universitas Negeri Medan, Medan, Indonesia

<sup>3)</sup> Universitas Negeri Medan, Medan, Indonesia

<sup>\*)</sup>Corresponding Author: yannaqueencer@gmail.com

Article history: received November 25, 2022; revised December 06, 2022; accepted December 14, 2022

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**Abstract.** The research objective was to describe what and how classroom interaction patterns and what factors influenced English teacher candidates in micro-teaching. The research problem was what and how classroom interaction patterns and what factors they make in the performance of the basic skill. The research method used was qualitative research. The researchers used videotape and in-depth interviews as the research instruments to collect the data needed. The total respondents were 66 students as English teacher candidates. The results and important findings from the videos were obtained that the English teacher candidates had good, good enough, enough, and bad classroom interaction patterns. In group work, the interaction between student and student was bad. A similar thing happened in closed-ended teacher questioning, the interaction between student-teacher-student was bad too meanwhile in open-ended teacher questioning was good enough. In the choral response, the interaction pattern between student-content was good. The last was teacher talks, the interaction pattern of student-teacher was enough. Some factors influenced classroom interaction patterns such as the result from the in-depth interview that were the linguistic ability level of English teacher candidates, ability to select interesting topics, ability to master the content, ability to manage the classroom, and lack of confidence. In a conclusion, classroom interaction patterns were at different levels influenced by some factors, monotonous and mostly similar patterns for all the English teacher candidates as happened in a conventional classroom.

**Keywords:** Interaction patterns, English teacher candidates, Micro teaching

## I. INTRODUCTION

Teaching English is a skill. Teaching is not an easy job, but it is a necessary one, Harmer 2007 in Isnawati, 2014. Teaching needs serious preparation done by a teacher or teacher candidates. As a teacher, s/he should have the ability how to teach students in a classroom. Without teaching ability, a teacher cannot run a teaching-learning process in a classroom as well. One of the abilities is to keep social interaction or interaction patterns between student and student, student and teacher, student-teacher-student as well as students and content since social interaction can be said as meaningful dialogue among learners and to learn creative methods to solve complex problems for teachers (Hurst et al, 2013:376; Darling-Hammond & McLaughlin in Hurst et al, 2013:378). To keep social interaction means to engage students in the teaching-learning process so that classroom will be lively. The students may enjoy it and the teacher can follow the students' progression to achieve the learning objectives decided. In other words, teachers and students share and receive messages to achieve a communicative process since it is a reciprocal effect requiring teachers and students to exchange their thoughts and feelings, Brown, 2000 in Sari, 2018. However, keeping social interaction or interaction patterns among students and teachers is not an easy thing. To ease it, a teacher should have mastered the skill of classroom management. To keep social interaction is to manage the classroom skilfully, not only the classroom physically but also all components which are in the classroom, including students. Doing interaction patterns is as feedback towards the implementation of teaching and learning.

Microteaching is a laboratory approach to teaching development designed to help individuals to develop and refine their teaching skills and to practice constructive criticism, Abdallah, 2017-18. The students who want to do a microteaching must be as teachers, learners, and observers in the process (Eksi in Msimanga, 2021:164). Micro Teaching has been adopted and developed by each institution, one of them is Universitas Nias. This experience is one of the mandatory curricula. This is in line with the opinion of Undiyaundeye, 2018, which states that micro-teaching is one of the most recent innovations in teacher education programs that aims at modifying teachers' behavior according to modified objects as well as the effective training in professional development programs, Chookaew, et al (2019:216). In the Micro Teaching course, the students who study at

teacher training and education faculty must learn the course. In the course, the students were trained on how to teach, review and reflect, and re-teach the content. The students have the role of English teacher candidates and students as the audience. They engage each other to create interaction patterns in the teaching-learning process.

Interaction patterns are all patterns of teaching-learning interaction, including the sequence of active activities used by teachers and students when the knowledge or teaching material is being transmitted, Sari, 2018. Furthermore Taiye, 2022 says that classroom interaction is the sum total of activities taking place in the classroom between the teacher, the learner, and the learning materials during the teaching process. Classroom interaction pattern when applied properly is mainly student-centered, with students consistently very active and the teacher as facilitator. This is supported by Lee et al (1984) saying that interaction between teachers and students is an essential part of the teaching learning process. English teacher candidates are students who learn Micro Teaching course. In the course, the students are trained to practice how to teach other students in English in 10-15 minutes only. Therefore, they must practice the teaching skill in the way of definable, observable, measurable and controllable situation (Kimaro et al, 2021:15). Since they are English teacher candidates, all teaching skills are expected to be done in their teaching. One of them is the skill of classroom management. One of the skills of classroom management is the ability to keep social interaction in the classroom, which creates engagement among students and teachers. Moreover, interaction also is the centre of communication, so therefore, there must be happened interaction between people who have something to share (Rivers in Hanum, 2017:5). In reality, interaction patterns often take place so far from an expectation. If it happens, a teacher sometimes blames the students otherwise the students judge the teacher saying know nothing about teaching. In line with this perspective, the English teacher candidates should perform their teaching practice as well. Teaching other students will help them practice the skill learned in the Micro Teaching course.

Since interaction patterns are considered very important to create in the teaching-learning process, the researchers were interested to do research by analyzing what and how interaction patterns of English teacher candidates in micro teaching. This is very urgent to do to get an opportunity to comment on the English teacher candidates' performance so that they still have time to improve themselves before they become real teachers in the future. To conduct the research effectively, earlier the research objectives were decided that were to describe what and how interaction patterns of English teacher candidates in micro-teaching.

## II. METHODS

The research method used was qualitative research. It is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the day and/or exceptional lives of individuals, groups, societies, and organizations, Miles et al, 2014.

The scope or object of the research was interaction patterns in the Micro Teaching course. The respondents were the students who took the Micro Teaching course with a total number were 66 persons. The research focuses were interaction patterns and English teacher candidates. Interaction patterns are patterns conducted by English teacher candidates in micro-teaching for 10-15 minutes. The English teacher candidates are the students who learned a Micro Teaching course in the fifth semester during one semester. The research was conducted at the English education study program of Universitas Nias.

The research instruments to collect the data were video tape and in-depth interview. The videotape as a tool to find out the primary data was used to record the teaching practice done by the English teacher candidates meanwhile in-depth interview as the second tool to get the secondary data was used to ask the English teacher candidates why they did the interaction patterns as it was watched from their video.

After obtaining the data from both instruments, the researchers analyzed the data based on a guideline written by Gay et al (2012) that were reading and memoing, describing, and classifying.

## III. RESULTS AND DISCUSSION

### 1) Result

From the sixty-six (66) videos, the researchers found the interaction patterns done by the English teacher candidates in micro-teaching such as in group work, closed-ended teacher questioning, choral responses, teacher talk, and open-ended teacher questioning. All the English teacher candidates taught the students based on the lesson plan they prepared. They taught the students through pre-teaching-learning activities, whilst teaching-learning activities, and post-teaching-learning activities. In the three stages of activities, they implemented group work, closed-ended teacher questioning, choral responses, teacher talk, and open-ended teacher questioning. In group work, the students were assigned by the English teacher candidates to do an assignment in their group decided by English teacher candidates. The interaction between student and student was bad. They did not work cooperatively one student only worked and thought about their work while other students were busy with themselves. A similar thing happened in closed-ended teacher questioning, the researchers found that more than half of the students' number did not respond to the English teacher candidates' questions. They just kept silent. The choral response was seen from the students when doing reading activities in the classroom. The English teacher candidates asked them to read a text aloud together and more than half of the students did the instruction. A weakness found was most of the English teacher candidates did not improve the students' reading when mispronunciation occurred. In teacher talks, it was obtained that more

than half of the students pay attention when the English teacher candidates explained or clarified the content. They were as good listeners who could respond well to what the English teacher candidates said. However, another thing found, when they were asked to write, they just kept silent, they were assigned to find an answer to the English teacher candidates' question, and about three to five students only responded. This occurred because the English teacher candidates often gave their attention to familiar participative students in the classroom. The last interaction found was open-ended teacher questioning which was the students responded to the English teacher candidates' questions although not all of them did that. In the following table is seen the classroom interaction patterns done by the students and the English teacher candidates.

**Table 1. Classroom Interaction Patterns**

Interaction patterns	Done/undone
Group work	√
Closed-ended teacher questioning ('IRF')	√
Individual work	X
Choral responses	√
Collaboration	X
Student initiatives, teacher answers	X
Full-class interaction	X
Teacher talk	√
Self-access	X
Open-ended teacher questioning	√

From the result of the in-depth interview, the researchers found some data that were said by the sixty-six (66) students, most of them were lack of confidence to deliver the content to the students using English since they considered the other students were better rather than them. Some of them chose their topic content without thinking it would impact their teaching practice in the classroom meanwhile others chose based on their interest. They did not master the content delivered to the students since they considered it was English lesson material taught at secondary schools so it was easy to teach. The last was they practiced their teaching as a formality activity; a similar action such as doing a presentation in front of the classroom so not needed much to give any attention to managing the classroom. Besides, the students were their classmates, in their perception, they have been a youth, and knew how to behave in following the teaching-learning activities in the classroom.

## 2) Discussion

Based on the results of the videotape obtained, the researcher classified the five patterns into interaction patterns. Group work was categorized into student and student interaction patterns. Closed-ended teacher questioning was categorized into student-teacher-student interaction patterns, the same as open-ended teacher questioning. Teacher talks were included in the student-teacher interaction pattern. Choral responses were classified into student-content interaction patterns. For the data classification, the researchers decided levels of all interaction patterns that happened in the classroom. The English teacher candidates had good, good enough, enough, and bad interaction patterns. In group work, the interaction between student and student was bad. A similar thing happened in closed-ended teacher questioning, the interaction between student-teacher-student was bad too meanwhile in open-ended teacher questioning was good enough. In the choral response, the interaction pattern between student-content was good. The last was teacher talks, the interaction pattern of student-teacher was enough. In addition, it was also seen that not all classroom interaction patterns took place in the teaching-learning process as Ur listed, 1996:228. This happened because all English teacher candidates did not give individual work during their teaching practice but were asked to do it at home. Collaboration was not done too since all the English teacher candidates asked the students to work in a group to kill the time given to them about 10-15 minutes. The student initiates, teacher answers, here the English teacher candidates did not apply a guessing game but other common activities in the three stages of activities. In full-class interaction, it did not take place any debate since the English teacher candidates just asked for an answer for each group they assigned. The last unseen from classroom interaction patterns were self-access. No one of the students chose their learning and worked autonomously since they depended on the English teacher candidates' instruction.

Based on the result from the in-depth interview, the researchers listed some factors, which influenced why and how the classroom interaction patterns happened above. They were a difference in the linguistic ability level of English teacher candidates, ability to select interesting topics, ability to master the content, ability to manage the classroom, and lack of confidence, which still created a conventional classroom.

## IV. CONCLUSIONS

As a conclusion from the research above is, the classroom interaction patterns done by the English teacher candidates were group work, in which the interaction between student and student was bad; in closed-ended teacher questioning, the interaction between student-teacher-student was bad too meanwhile in open-ended teacher questioning was good enough; choral response, the interaction pattern between student-content was good. The last was teacher talks, the interaction pattern of student-teacher

was enough. Some factors that influenced classroom interaction patterns were a difference in the linguistic ability level of English teacher candidates, ability to select interesting topics, ability to master the content, ability to manage the classroom, and lack of confidence. In other words, classroom interaction patterns were at different levels influenced by some factors, monotonous and mostly similar patterns for all the English teacher candidates as happened in a conventional classroom.

### ACKNOWLEDGEMENTS

Authors thank all people who supported us at Universitas Negeri Medan and Universitas Nias

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