Classroom Interaction on English for Nurses (EFN) Class

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Abstract

English for specific purposes or ESP is an approach for teaching English in other fields. Teaching English for Nurses (EFN) need sufficient effort since there are many terminologies related to nursing. The purpose of this study is to identify the types of classroom interaction on English for Nurses (EFN) class and to describe the students' perception on classroom interaction during language interaction process on English for Nurses (EFN) class. This study used video recorder and questionnaires as the instrument to collect the data. The data were in the form of recording and interviewing. The result of the study found that the interaction involved teacher talk, students talk, and silence. Teacher talk consisted of accept feeling, praise and encourage the students, accept or uses ideas of students, ask question, lecturing, giving direction, criticizing or justifying authority. Students talk involved students talk response, students talk initiation, and silence. Based on the result of questionnaires, 42.3% of them agreed with the statement related perception on classroom interaction. It means that the students had positive response in the process of teaching and learning classroom.

Keywords: classroom interaction, english for nurses, nursing students

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INTRODUCTION

Teaching is an art when the teachers educate the students. It cannot be simply defined as transferring knowledge to the students, but teaching is also designed to introduce the students the way they behave and interact with others. In other words, students do not only need cognitive aspects but also social, emotional, and moral aspect. The way of interaction between teacher and students becomes an important factor in social context of education. A mutual interaction between teacher and students will influence much on students learning achievement especially in their language achievement. Interactions and communications between teachers and students become important in the learning process (Saputra & Salim, 2020).

Nowadays, teaching English becomes a major attention since English is very useful in many aspect of real life. The goal of teaching English is to develop students' communication competence both oral and written. In order to acquire both competencies, the students need to practice English continuously. They should be given more chance to use the target language in the classroom. For the foreign language learners, classroom is the main place where they are frequently exposed to the target language. The students will practice English more in the classroom rather than outside the class. Thus, the teacher should make a good situation during teaching learning process. (Husna, Hartono, & Sofwan, 2015) stated that it is important to experience in real communication situation in which they will learn how to develop their real fluency and accuracy which are very essential for the success of foreign language communication. The successful strategy to enhance learning foreign language is classroom interaction.

(Saputra, 2019) explaining that learning will be effective if there is an interaction between teachers and students. Classroom interaction refers to the interaction between teacher and students in the classroom (Husna, Hartono & Sofwan, 2015). It involves the verbal exchanges between teacher and students however the teacher should know that students' talk must be higher than teacher's talk because the students need practice and experience to use the target language. Classroom interaction cannot be separated with students centered learning and teacher centered learning. Meanwhile, teacher centered learning has the teacher as its center in the active role. The teacher-dominated classroom is characterized by teacher speaking most of the time, leading activities, and constantly passing judgment on students' performance (Celce & Murcia, 2001). Meanwhile, students centered learning gives many advantages rather than teacher centered learning since it puts the students as the main focus in learning process. Students centered learning is concerned with the students' needs, abilities, interest, and learning style with the teacher as a facilitator.

Under these circumstances, active classroom interaction can create active atmosphere and at the same time promotes a friendly relationship between teacher and students. Since classroom interaction is verbal communication, (Flanders, 1970) introduced FIAC (Flanders Interaction Analysis Categories) for examining teacher-students interaction by coding and classifying classroom talk. Flanders Interaction Analysis Categories has three types of interaction, namely Teacher Talk, Students Talk, and Silence. Teacher talk is divided into seven categories, such as (1) Accepting Feeling, (2) Praising and encouraging, (3) Accepting or using ideas of pupils, (4) Asking questions, (5) Lecturing, (6) Giving Directions, and (7) Criticizing or Justifying Authority. Students Talk is divided into two, such as (1) students talk response and (2) students talk initiation.

In English language teaching, a term of English for Specific Purpose (ESP) is used to indicate teaching with specific discipline in its content. (Hutchinson & Waters, 1994) stated that ESP is an English teaching approach where the topics taught and the teaching methods are based on the reasons why the learning wants to learn English. English for Specific

Purpose develops and is needed in many areas of education and profession. One of the examples of ESP is leaning English for Nurses (EFN). English for Nurses (EFN) is an English subject taught for nursing students.

According to the interview with the lecturer, a common problem for English for Nurses lecturer is dealing with a passive class. When the teacher try to do interaction to the whole class by giving the questions, the students tend to unresponsive and avoid the interaction by keeping silent. These situations are also supported by the lack of students' prior knowledge in nursing terminologies. The students are taught English for Nurses in third semester which means they need to learn more on new vocabularies used in nursing. It can be frustrating for both teacher and students.

Diploma of Nursing at Institute of Technology and Health Bali is one of the universities that graduate nursing students. This study program provide English for Nurses class to the students in order to develop students' ability in using English and improve students' understanding on nursing strategies. The way to achieve that goal is developing a good classroom interaction by giving chance the students to use the language as a means of communication in class.

Generally, study on classroom interaction has been conducted by many researchers. (Mustapha, 2010) conducted a research entitled "Understanding Classroom Interaction: A Case Study of International Students' Classroom Participation at one of the collages in Malaysia". This study focused on classroom participation of international students (adult and young adults from abroad who study in Malaysia private educational institution. From the study, it was found that quite a large percentage of students (51.7%) accounted for the majority of interaction in the classes. Further, it was also found that the older students tend to be more participative in class.

(Ramli, 2018) also conducted the research entitled "Classroom Interaction: Teacher and Students Perception on Dialog in Primary Science Class". This study aimed to explore the teachers and students' perception on classroom dialogue and its purpose in primary science class that implemented new integrated curriculum. The result showed that providing a room for students to interact and change the approach of learning science could create a good atmosphere in the classroom.

Type of researches on classroom interaction have been done. However, describing classroom interaction on English for Nurses class has not been analyzed. English for Nurses is a subject in English for Specific Purpose (ESP) aim to learn English for nursing students. It needs more practices for the students since they have to communicate with the patients in English. Therefore, knowing the classroom interaction in English for Nurses class will help the lecturer in giving the best strategy of learning. The purpose of this study is to identify types of classroom interaction on English for Nurses class. Besides that, this study also aims at giving description on the students' perception toward the interaction. Hopefully, this research would be beneficial for English for Nurses lecturer in order to improve the students to be active in the classroom. It will contribute to lecturer's knowledge about classroom interaction in learning instruction process

RESEARCH METHOD

This study was designed in qualitative study and it was analyzed descriptively. Descriptive qualitative study is the method of choice when straight descriptions of phenomena are desired (Moleong, 2014). Researcher was conducting descriptive qualitative study to stay closer to the data and to the surface of words and event. This study used modified analytical induction approach. Modified analytical induction is an approach to collect and analyze data as well as a way to develop and test a theory (Bogdan & Bicklen, 2006).

This study was conducted at Diploma of Nursing, Institute of Technology and Health Bali. There were 31 nursing students as the sample of the study. There were five meeting captured in form of video recording. Every meeting consists of 150 minutes. During the observation, the researcher also recorded in the field notes to guard against bias when interpreting the collected data. The researcher was the key instrument in collecting the data. However, in taking the data, the researcher used some supporting instruments since the main data of this study was recorded. The instruments that are needed for data collection namely: (1) field notes, (2) interview guides, (3) observation sheet, (4) handycam, and (5) questionnaires. Meanwhile, the technique of data collection which were chosen by the researcher are (1) field notes, (2) interview, (3) observation, (4) video recording, and (5) questionnaires.

The examination of trustworthiness is taken in order to ensure validity and reliability in qualitative research. (Sugiono, 2014) stated that triangulation is qualitative cross-validation which assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (Denzin, 1989) as cited in (Sugiyono, 2014) described two types of data triangulation: (1) technique and (2) time. Technique triangulation was done through different methods of collecting data. Meanwhile, time triangulation means that data gathered through several sampling strategies, over a period of time.

(Miles and Huberman, 1994) explained there are three activities on data analysis such as data reduction, data display, and conclusion drawing or verification. Data reduction refers to the process of selecting, focusing, simplifying and transforming the raw data. Data display was done by displaying data in the form of table, chart or diagram. Finally, conclusion drawing was done by giving researcher interpretation on the utterances produced by the teacher until the conclusion was found.

FINDINGS AND DISCUSSION

The purpose of this study is to identify the types of classroom interaction on English for Nurses class and to describe the students' perception toward classroom interaction in language interaction process on English for Nurses subject. The data of this study were taken by using questionnaire, observation, and interview. The teaching and learning processes were recorded and transcribed it. Then, those were classified into the types of classroom interaction. The comparison of teacher talk and students talk used by the lecturer and students in English for Nurses class was presented in the table 1.

Tabel 1. The Types of Classroom Interaction on English for Nurses Class

	Types of Classroom Interaction	Aspects	Frequency	%
Teacher Talk	Accept Feeling	Accept feeling	7	0.8
	Praise and	Praise the students	28	3.0
	Encourage the students	Encourage the students to talk	20	2.1
	Accept or uses ideas of students	Accept or uses ideas of students	42	4.5
		Giving response	35	3.8
	Ask Questions	Ask referential questions	83	8.9
		Ask display questions	176	18.9
	Lecturing	Lecturing	76	8.1
	Giving direction	Giving direction or	86	9.2

Students Talk	Criticizing or Justifying authority	command		
		Criticizing or justifying authority	15	1.6
	Students talk response	Students talk response	217	23.3
		Ask questions	43	4.6
	Students talk initiation	Expressing his/her idea	34	3.6
		Developing opinion	1	0.1
	Silence or Confusion	Silence or confusion	70	7.5
Total		933	100	

Table 1 showed teacher talk can be divided into seven categories. Meanwhile, students talk can be divided into two categories. The teacher produced 568 utterances, while the students produced 295 utterances. The total percentage showed that the teacher talk was more than students talk. The percentage of teacher talk was 60.9% and the percentage of students talk was 31.6%. During the observation the lecturer was more active rather than the students. The classroom activity was dominated by the lecturer. It was caused by the lecturer give more explanation on the meaning of nursing terminologies. (Mulyati, 2013) argued that the teacher dominated the class because he tended to initiate the interaction first, explained the material, and control students talk. Sometime the lecturers dominated the class because they need to give the explanation before giving time to the students. Besides that, the lecturers need to improve learning strategy in order to create meaningful learning for the students.

There are eleven types of classroom interaction which were observed in the classroom. The teacher used accept feeling, praise and encourage the students, accept or uses ideas of students, ask questions, lecturing, giving direction, criticizing or justifying authority. Accept feeling refers accept and clarifies an attitude or feeling of students in non-threatening manner. Accepting feeling can be divided into three categories such as acceptance, discussion and ignorance. Meanwhile, praise and encourage the students can be divided into praise the students and encourage the students to talk. In teaching English for Nurses class, this type of classroom interaction was frequently used since it can give self- confidence in answering the lecturer's question. (Nita, Busnawir, & Fahinu, 2020) stated that students will be active and confident in developing own knowledge and concept based on the experience got in the classroom. It showed that the students will learn a lot if they involve in the activities in the classroom.

Encourage the students is the act of encouraging somebody to perform the knowledge. The obtained data showed that accept or uses ideas of students was also used frequently by the lecturer during teaching and learning process. Besides that, the questions were divided into two categories such as referential question and display question (Cullen, 1998). Referential question encourages the students to use their language. Meanwhile, display question are question in which the teacher has already known the answer. Giving direction refers to the lecturer's instruction by giving the students directions, commands or orders that the students are expected to understand what they supposed to do. Finally, criticizing refers to the lecturer disapproves the students' behavior or try to change the non-acceptable behavior. The percentage of this type was 1.6 % with the total 15 utterances. It implied that the students' behavior could be controlled by the lecturer.

Students talk can be divided into students talk response and students talk initiation. Students talk response refers to the act when the students give response to the teacher direction. Meanwhile, students talk initiation deals with the situations when students expressing their own ideas, asking questions, freedom of developing opinion or even creating

new topics. The last type of classroom interaction is silence or confusion. According to (Rashid et al., 2014), 74,8% of the students carry out the investigations to answer the teacher's questions. Likewise, 71% of the students stated that they solve problems by using information obtained from their own investigations. Overall, it can be concluded that majority of the students often or always carry out investigation to answer different questions and solve different problems faced during class room instruction. It showed that teacher's question can lead students to do investigation in order to answer the questions.

Furthermore, the last type of classroom interaction is silence or confusion. According to (Flanders, 1970) silence can be defined as pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer. It means that silence can be used as an effective way to attract students' attention. Besides, the teacher gives think time before delivering his/her speech. But, too much silence is not good in classroom interaction. The students will be lack of activities which encourage them to be active in classroom. the percentage of silence was 7.5%. The teacher used silence primarily to give wait time for them before answering the questions. It means the teacher allowed other students to think what has been said and to decide whether they want to say something on their own. Besides that, teacher used silence when feeling confuse and took time to consider what their next statement or what should be done later.

Besides that, the questionnaire were given to the students in order to find out their perception toward classroom interaction. There were 20 statements in the questionnaire which reflected their classroom interaction. It was showed on table 2.

Tabel 2. The Percentage of Students' Perception on Classroom Interaction

Answer	Percentage
Strongly disagree	2.3%
Disagree	6.1%
Not Sure	21.6%
Agree	42.3%
Strongly agree	27.7%

Table 2 showed that the students who agreed with the statements had the highest percentage which was 42.3%. It indicated that most of the students had positive response toward the classroom interaction which was built by the lecturer. This positive responses were counted from the percentage of the students who answered agree with the statements. Besides that, it also can be seen from the observation in which the students were interested in learning English for Nurses.

Regarding to the result of the questionnaire, the students had positive perception toward the teachers' questioning practices. (Nuryani, Tarjana, & Hersulastuti, 2018) stated that 80% of the students agreed that teachers should often give questions. The questions stimulated thinking and helpful in understanding the tasks they had to do. The students perception were accordance with the dominantly of teacher talk that is giving question. Table 1 showed there were 259 utterances of asking questions both referential and display questions. It showed that the lecturer tend to use question in building up students' motivation in sharing their ideas.

During teaching learning process, 68% the students agreed that the teacher's instruction and explanation was easy to be understood, 9% were not sure, while others 4% believed that the teacher's instruction and explanation were hard to be understood. This result showed that most of the students can get the point when the teacher share the materials. EFN lecturers gave a lot of instruction because they teach the students how to communicate as a nurse to the patients. The observations showed that the teacher used English and sometime supported by using mother language (L1). (Sowell, 2017) argued that the use of L1 for instruction giving is justified for the sake of efficiency and clarity. It is used to make all of the students understand

with the instruction. However, it is danger of overuse because the teacher and students will become accustomed to the comfort of instruction in L1.

There were 45% of the respondents agreed that the lecturer gave pause period in the classroom. It showed that the lecturer gave time to the students to think before answering the question. Concerning wait time, students thought that their teacher gave around 3 minutes-time to answer the questions (Nuryani, Tarjana & Hersulastuti, 2018). When the questions need thorough thought, the students need more time to build ideas before they speak up their ideas. In other statements, 55% of the students strongly agreed that the lecturer gave direction if they found difficulties. It showed that the teacher is a facilitator when the students face difficulties. (Jagpat, 2016) stated that teacher is as facilitator will provide an active, innovative, and interesting teaching and learning process. When the students finds difficulties, the teacher will guide them to understand the materials. It will make the students feel confident and motivated to learn and the teaching and learning process can run well.

CONCLUSION AND RECOMMENDATION

From the findings and discussion, it can be concluded that (1) the teacher used various strategies in English for Nurses class in order to create classroom interaction. The types of classroom interaction are teacher talk, students talk, and silence or confusion and the students had positive perception on the interaction given by the teacher, (2) the students who agreed with the statements had the highest percentage which was 42.3%. It indicated that most of the students had positive response toward the classroom interaction which was built by the teacher.

Even though the classroom interaction at English for Nurses class is still mostly depend on lecturer, there will be a way to make some changing for the better. The teacher must maximize activities which can create interaction during teaching and learning process. So, the students can achieve better result in learning English. There should be further research to develop more on classroom interaction. It is expected that the students will get more chance to practice students talk in the classroom without being shy.

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