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EXPLORING EFFECTIVE TEACHER'S INTERACTION STRATEGIES IN EFL CLASSROOM DISCOURSE : A CASE STUDY OF SECONDARY EDUCATION IN PALOPO

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Abstract. This study explored the types and the impact of teacher's strategies used by an effective teacher in EFL classroom discourse based on the theory of Walsh (2011). The researcher applied a positive case study method by a single participant to examine the phenomena of interaction strategies used by an effective teacher in EFL classroom discourse. The participant was an English teacher of SMA Negeri 3 Palopo, who has chosen by using purposive sampling technique. In collecting the data, the researcher conducted observations by using video recorder to find out teacher's utterance and performance in the classroom. Interview was used as support the data to know students' responses toward teacher's strategies in EFL classroom. Meanwhile, document was used to find out the students' achievement by final examination scores. The results showed that there were four types of teacher's strategies used by an effective teacher in EFL classroom discourse namely interaction management, questioning, feedback, and repairing. There were positive impacts of the implementation of teacher's strategies toward students' achievement in the learning process. Document of final examination scores showed that most of students had good achievement and they have high motivation in learning English as Foreign language. Furthermore, the researcher also found the new strategy that occurred by an effective teacher, namely Reinforcement Motivational Practice.

Key Words: Teacher's strategies, effective teacher, EFL classroom discourse.

INTRODUCTION

In Indonesia, English is not only taught as a subject matter of English Foreign Language (EFL), but it also categorized as the main subject tested in the final examination in lower and secondary school. This subject requires plenty of practice, needs good cooperation between the teacher and students in classroom interaction. It means that the goal of English subject can be achieved when the communication between the teacher and students is proceeding successively. Hamre et al. (2016:98) hypothesized that as a good teacher is not enough for them to have information only about the teacher-students interaction, but the crucial also they must be able to apply their knowledge about the effective interactions in their practice when teaching in the classroom.

Teachers' strategies plays important role in EFL classroom interaction, particularly in the instructional context of Indonesia secondary school. Some research found that if effective teaching strategies can be enhance students' performance so that students' achievement would be increase. A teacher must know what the students' need, how to make the learning process does not fed up and always fun for the students, and so that is why we need to know suitable strategies in the process. Xueyan (2003) states that the study on foreign language teachers' classroom strategies is focuses on the obvious classroom interaction

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activities that aiming to find out the kinds of teacher's behaviors will support to the students' language acquisition, so it can be increase teaching and learning efficiency.

There are many factors influenced the students' achievement. For many years, teachers' methods and strategies are the most widely used in secondary schools. This research related on teacher's interaction strategies in four features, namely: interaction management, questioning, feedback, and repairing. Indeed, there are many researchers that have conducted the research which was related to the teachers' strategy, but applying classroom discourse context was still limited. This classroom discourse study is trying to explore what kind of teacher's strategies and how those strategies impacted students' achievement.

Certainly, the process and results each of student development were determined by the implementation of effective teacher's strategies used by an effective EFL teacher. In relation to the explanation above, the researcher intends to conduct a positive case study with entitled: Exploring Effective Teacher's Interaction Strategies in EFL Classroom Discourse. This research was only recorded an effective English teacher in EFL classroom in one of Secondary School at Palopo, Indonesia. This study expected can be a contribution to both sociolinguistics and the field of education, especially in classroom interactions. This can help for a language teacher perceives positively by the students and support the quality of teaching activities.

RESEARCH QUESTIONS

Based on the phenomena in the background, this study focused on investigating three problem statements which then needs to be answered, which is listed as: (1) what are the interaction strategies employed by an effective teacher in EFL classroom discourse, (2) how does the effective teacher implement interaction strategies in EFL classroom discourse, and (3) how do the implementation of teacher's interaction strategies in EFL classroom discourse impact students' achievement.

LITERATURE REVIEW

Steve Walsh (2011) conducted research entitled *Exploring Classroom Discourse, Language in Action*. He offered an overview of the most important features of second language classroom discourse. There are four features of classroom discourse have been selected, largely because they typify much of the interaction that takes place in classrooms and is common in all parts of the world: control of the interaction, speech modification, elicitation or questioning, and repair or error treatment. Then, Xuerong (2012) conducted a case study entitled: *Excellent English Teachers' Classroom Strategies in China*. His study found that the excellent teachers were used some interaction strategies to stimulate their students to speak up at class in order to create an interactive classroom. While the study of Nunung Suryati (2015) reported a study entitled: *Classroom Interaction Strategies Employed by English Teachers at Lower and Secondary Schools.* The study concludes by highlight the importance of adopting some classroom interaction

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strategies that are more facilitative to students' oral communicative competence. The findings revealed that many teachers and students interaction in lower and secondary schools center on the material mode, then skill and system mode.

TYPES OF CLASSROOM INTERACTION STRATEGIES

Based on Walsh's theory (2011), there are four types of classroom interaction strategies in classroom discourse:

1. *Interaction Management Strategies*

Interaction management strategies generally consist of emotional and managing strategies. The practices include the teachers' language use (first or second language), voice tone, nonverbal gestures, classroom organization, humor, and choices of topics. To summarize, we have seen that teachers, through their unique status in a classroom, and by the power and authority they have, control both the content and procedure of a lesson, as well as controlling participation.

2. *Questioning Strategies*

Questioning or elicitation strategies are used to obtain answers and promote interaction in EFL. Generally, questioning strategies comprise question-planning and controlling strategies. During the lesson, teachers must be able to set strategies to exploit questions to suit particular pedagogical goals.

3. *Feedback Strategies*

To find concrete description about students' ability in terms of their strength and weaknesses is by giving feedback. It is important to note that what seems very clear to lecturer is not always seen that way by the students so by giving feedback we will find the description of students' comprehension. For foreign language learners, classroom is the main place where they are frequently exposed to the target language. Feedback involves letting a person know how well they are doing in relation to a given goal.

4. *Repairing Strategies*

Repairing is mostly correlated with asking students to self-repair, interrupting students to correct their mistakes, and pointing out mistakes and criticizing it. Repairing or error treatment is a necessary part of every learning process in classroom interaction because the students provided information about their performance and learning progress.

RESEARCH METHOD

This research applied qualitative case study, especially positive case study. The participant was an English teacher who considered as effective EFL teacher and his students of the twelve grades at second-year students of SMA Negeri 3 Palopo in the academic year 2016/2017. In collecting the data, the researcher conducted classroom observation by using video recorder, interview and document. It is used to get the information about the types of interaction strategies employed by an effective teacher and how the effective teacher does implemented the strategies in EFL classroom discourse. The document was used to know the students' achievement by final examination score. The interview was as a support the data by students' responses toward the teacher's interaction strategies in EFL classroom discourse. Furthermore, in the process of analyzing the data, this study

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focused on Conversation Analysis and the Miles & Huberman's theory (1994), where as the first stage the researcher transcribed of the recorded data into written transcript, then the researcher identified the data that contains with the focus of this study that is related to teachers' strategies. After completing this process, the data has been shown in form of the table, and then the last stage is drawing the conclusion from the data displayed.

FINDINGS AND DISCUSSION

This study explored EFL classroom interaction strategies by an effective teacher. It looks at what types of interaction strategies implemented by an effective teacher, how those features implemented by an effective teacher in classroom discourse and how those features impacted the students' achievement.

1. The Types of Interaction Strategies Employed by an Effective Teacher in EFL Classroom Discourse

After observing the class, it is discovered that an effective teacher employed four types of interaction strategies:

a. Interaction Management Strategies

Interaction management strategies generally consist of code, emotional and managing strategies. The term *code* refers to a language or a variety of a language. An effective teacher had a good command of spoken English because he spoke English fluently and Indonesian occasionally (code-switched from English to Indonesian). He also used emotional strategies such as maintained eye contact, used nonverbal gestures, moved around the classroom (flexible position), and organized the students into a group. He nodded, motioned his hand, and tapped the students' shoulder, indicating his intentions. He used managing strategies at his class; choose the topics and used humor or jokes and he encouraged the students to be involved in classroom activities by questioning. This relevant with Walsh's theory (2011) who categorized the part of practices of classroom discourse, namely the teachers' language use, voice tone, nonverbal gestures, classroom organization, humor, and choices of topics.

b. Questioning Strategies

Questioning strategies or elicitation techniques are the strategies usually used by teachers to get learners to respond. Typically, elicitation entails asking questions in interactions. In observations, an effective teacher used question-planning strategies and controlling strategies. In question-planning strategies, he asked different types of questions that relevant to the students by using opened-ended questions. Then, he asked follow-up questions for supporting data and evidences to support a particular point.

While in controlling strategies; the teacher phrased the question first, then he called on specific students' name when he asked a student to answer a question. He selected the students to respond randomly rather than following any set pattern when called on students. He gave the students enough time to think about before answered the question and always beware to the students who dominated the class by asking or answered all the questions. He asked the questions of the entire class

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and tried to encourage all students to participate and initiated questions. He moved closer to a student when asked the questions. Sometimes, he repeated the question when there were no responses, and he also modified the question when it was not understood. Ur (1996) stated that one of the strategies that can be used for the teacher to stimulate the students more active in the classroom interaction is questioning.

c. Feedback Strategies

Providing feedback to students on their performance is another important aspect of effective teaching. However, the feedback should be focuses essentially based on what the students are doing right. It is most productive to students' learning when they are provided with an explanation and example as to what is accurate and inaccurate about their performance. According to C. Chaudron (1988: 133), feedback is one of a crucial thing in the classroom interaction, because during the process of classroom interaction the teacher does not escape uses the feedback as a way to respond the students. From the observation, it was found that the teacher used a lot of positive feedback. He always praised the students for their correct answers, then he was acknowledged them by comments and also repeating or quoting students' answers if needed. He often modified the idea by rephrasing it or conceptualizing, then he was summarized the students' idea. He was listened and repeated students' responses. The ways the teacher give feedback to students were really important to make the teaching and learning process in the classroom run well. The students really needed feedback to help them to see whether what they have done was correctly or incorrectly. This was a duty of the teacher to keep on doing it in the classroom activity.

d. Repairing Strategies

The findings demonstrated that an effective teacher repeated and modified the answers, he asked a student to repeat his answer. This was a common scenario in the classroom interaction when most of the students made mistakes in grammar or pronunciation. The teacher also used neglecting for student's oral errors. He ignored small mistakes. It was generally regarded as ignorance of small errors which could help build the self-confidence of students so as to encourage them to speak the target language. However, interview showed that some students were expected to their teacher's correction for their mistakes in the classroom. This is in perspective line with the study of Chenoweth et al in 1983. In addition, the teacher would let other students gave their ideas if he found that one student was not able to deliver an acceptable response, he interrupted a student to correct his mistakes and asking the student to make self-repairs. These findings are similar to Xuerong (2012), Li (2011), and Azliza Haniem (2011).

2. The Implementation of Teachers' Interaction Strategies in EFL Classroom Discourse

From observations that researcher has done, there were four areas that researcher explored:

a. Teacher's Strategies in Interaction Management

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One of the teacher's strategies implemented by an effective teacher was interaction management or control of the interaction. The research found the way the teacher's instructional language in teacher's strategies, English mostly used in his explanation. In some occasions, the teacher switched and mixed the language with Indonesian in explaining the lesson. In extracts, the teacher not only used verbal communication but also teacher's nonverbal communication in classroom activities. The teacher applied gestures, body movement, eyes contact and also touched, and all of them included in the nonverbal communication. The functions were management and instruction, they used to teacher's gesture are used for classroom control each such as giving directions, controlling students' behaviors and interactions and they were often perceived as enjoyable in the activity and lower anxiety in the learning situation. In the middle of the lessons, the effective teacher made some jokes and the students laughed. The function of the teacher used jokes is to make the students enjoy the language learning process so that the lesson would be fun. This perspective is in line with Jacobs, Power, and Loh (2002) who stated that to achieve the students learning potential can be done by creating the favorable atmosphere by using a joke or humor. Highly recommended to teachers before start the lessons, design the classroom atmosphere by creating an enjoyable class, in order to the feelings or the emotions of the students are comfortable and willing to accept the subject matter.

a. ***Teacher's Strategies in Asking Questions***

In observations, it found that there were two groups of strategies that teacher used in asking the question in the classroom interaction. The strategies were question-planning strategies and controlling strategies. During teaching and learning process was running, he used question planning strategies for the most part. The teacher also used question controlling strategies. Question-planning strategies refers to the questions that teachers know the answer that designed to elicit or display the particular structures. An effective teacher stimulated the students with questions to promote responses and foster communication. Xiao-Yan (2008:93) stated that the teacher should give more question, it is used to facilitate and to gain information from the students about their understanding of knowledge or lesson with a view to produce the students' ideas and improve the classroom communication.

b. Teacher's Strategies in Giving Feedback

Nunan (1991:104) stated that many research showed that positive feedback is more potential in improving students' behavior than negative feedback. It revealed with the extracts in findings result that reflected them one by one. The teacher has praised students for their correct answers. Praising is often used in the absence of feedback where the students can respond or correct their saying, and then the teacher gave feedback by praised for the students' correct answer. He was acknowledged or praised the student by repeating students' answer. From the observation, the findings demonstrated that an effective teacher not only repeated his questions so many times but he also repeated and modified the students' answers during the lessons. He simply said 'thank you', 'excellent' or 'good' to

show appreciation of acceptable ideas. His positive feedback was also indicated by repeating students' good responses which were followed by a praised.

c. Teacher's Strategies in Giving Repair

Repairing or error treatment is the next classroom interaction strategy. Repairing is mostly correlated with correcting students' error. It can be seen in some extracts, there were interrupting, repeating, repetition and self-repair. This is relevant to the Xuerong's (2012) and Walsh's (2011) theory who stated that repairing is mostly correlated with asking students to self-repair their mistakes, interrupting students to correct their mistakes, and pointing out mistakes and criticizing the mistakes. While in the research view, Brown (2001:291) states that to clarify the students' understanding of meaning and construction of the language can be done by pointing out the students' mistakes and then giving correction directly.

3. The Impact of Interaction Strategies Employed by An Effective Teacher in EFL Classroom Discourse

This part deals with findings of the impacts of interaction strategies employed by an effective teacher to students' achievement in EFL classroom discourse. The students' achievement analysis deals with the percentage of students' achievement of students' final examination in the class.

a. The Percentage of Students' Achievement

Based on data of examination document, the students of SMA Negeri 3 Palopo had good achievement and researcher has known in the implementation of the teacher's strategies in EFL classroom was effective. It was supported by the achievement of the ideal score in Final Examination. In this case, the percentage of students' score of the result of final examination based on the table 4.1, the high score that got of students was very good category (12.1 % or 4 students), 81.9 % (27 students) got good category, 6 % (2 students) got fair category, and the last there was no one of students got to score in poor and very poor category. All basic competencies have been completed and fulfilled Minimum Mastery Criteria. This is in accordance with the Minister of Education and Culture No. 66 of 2013 which states that an assessment of the achievement of competencies based on Minimum Mastery Criteria. It means that teaching strategies have the positive impacts on the students' achievement.

b. The Students' Responses toward Teachers' Strategies

From the data interview revealed to the students' opinion about the strategies applied by the research subject, all respondents were agreement that they had perceived the positive effects from teacher's strategies. It found that most of the strategies gave mostly positive impacts for students. All the respondents argued that they felt happy and interested to learn in English subject because the teacher applied various strategies that made them did not felt bored and also made them active in the learning process.

The researcher also found the new things through this study about the other interaction strategy namely Reinforcement Motivational Practice (RMP). This finding indicated as the novelty of this study. Reinforcement Motivational Practice takes notice to the internal state of individual, i.e., the inner feelings and drives of individuals. RMP can be used to recognize student's reasons for success or failure

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to make better choices to help them in setting goals, selecting learning strategies, and positively affecting students' motivation.

Based on the interview that concerns to students' responses toward the teachers' strategies, it can be concluded that most of strategies gave positive effects to the students. The findings shows that most of the students have high motivation to learn English when they taught by an effective teacher. All the respondents argued that they felt more interested and enthusiastic in learning English. The effective strategies can boost the students' spirit to study and participate actively in EFL classroom. It can improve their English proficiency, as evidenced by the results of the final exam scores of students. It is supported by Mustafa, H., Rashid, M.A., Haryanto A., Dollah, S. (2015) who stated that students' high motivation is one influence of the students' performance in learning English as a foreign language in certain degree.

CONCLUSION AND SUGGESTIONS

The finding of this study revealed to an effective teacher employed four types of classroom interaction strategies namely; interaction management, questioning, feedback, and repairing strategies. It found that teacher's strategies were implemented systematically by the teacher, and students were part of the structure of classroom discourse activities. However, the strategies can be changed depending on the teacher intention or the periods of the lesson that students learn. Based on data of examination document, the students had good achievement in Final Examination. It was supported based on interviewed result in finding that concerns to students' responses toward the teacher's strategies where it can be concluded that most of the strategies gave mostly positive impacts on students' achievement.

As for suggestions, the researcher offers the points of ideas which are addressed to the English teachers and the next researcher in terms of teaching strategies. An English teacher should be always upgrade his/her professional development, especially in the area the use of teacher strategy because it would determine the way of their students' motivation and engage in classroom interaction. It is suggested for further researchers to conduct research with a different point of view be investigated by using many theories related to teachers' strategies in order that researcher is able to identify the strategies which have not possibly found yet by this research.

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