An Analysis of Classroom Interaction in International Classes of Economy Department of Universitas Negeri Padang

Aldioni Marchelda[1] and Aryuliva Adnan[2]
[12]Universitas Negeri Padang
Correspondence Email: aldionimarcheldaa@gmail.com

Article History	Abstract
	Classroom interaction involves communication between the teacher and students, as well as among the students themselves, within the classroom setting. These interactions can significantly influence students' attitudes, either positively or negatively, particularly in International Classes within the Economy Department. The objective of this research is to explore the dynamics of interaction between lecturers and students (L-S), students and lecturers (S-L), and among students (S-S), and to assess students' attitudes towards these interactions in the International Classes of the Economy Department at Universitas Negeri Padang. This descriptive qualitative study was carried out in the International Class of the Economy Department. The research tools used were observation, a questionnaire, and interviews. Data were examined by classifying specific categories within each interaction pattern using the Flanders Interaction Analysis Categories System (FIACS). The study included 28 students and 3 lecturers. Over four observed sessions, the results showed that the predominant interaction patterns were questioning in lecturer-to-student interactions, responding in student-to-lecturer interactions, and questioning among students. The group discussion technique used in the educational process significantly influenced these patterns. Furthermore, the students displayed positive attitudes towards classroom interactions, showing enthusiasm and a desire to express and sustain their independent ideas and thoughts.

INTRODUCTION

Classroom interaction is the interaction that takes place in a classroom between a lecturer and students or between the students themselves. Any activities that take place in a classroom, including both verbal and nonverbal interactions, are included in classroom interaction. Interaction involves the mutual exchange of thoughts, feelings,

or ideas among two or more individuals, influencing each other reciprocally (Brown, 2000). This statement demonstrates the significance of classroom interaction. Therefore, interaction in the classroom is essential for enhancing student involvement in the educational process and for better understanding of the course content. For example, Students interact with the lecturer or pose questions in response to inquiries to stimulate their thoughts and ideas, or to actively participate in the session, which can occur between Lecturer and Student (L-S), Student and Lecturer (S-L), or among Students (S-S). Lecturers must give students lots of opportunities to initiate interactions with other students. Cullen (1998) stated that "excellent teacher talk means less teacher talk" since excessive teacher talking may prevent students from speaking.

However, the dominance of teachers in the classroom interactions is still a problem that occur. A research by Behtash and Azarnia (cited in Winarti, 2017) stated that teacher talks accounted around 75% of class time, while the students talk accounted less than 20%. This research demonstrate that teacher still dominate the classroom interaction. This can cause various negative effects on students. This problem has been identified and discussed in several studies. A study by Adzanil, Fuad Nabil (2022) investigated about classroom interaction in a Chemistry Department at *Universitas Negeri Padang*. The study found that students struggled with English-based teaching, despite actively participating in the learning process.

The attitude of the students toward the learning process may be impacted if these problems continue to occur in classroom activities. As Brown (2000) noted, when students have the chance to contribute during a classroom exercise, attitudes may improve. If the interaction is conducted properly, students will engage in learning with a positive attitude and will eventually learn more. In the field of Economics, incorporating interactive elements into learning activities is crucial for enhancing students' comprehension of the subject matter. It is essential for instructors to foster an environment where students feel respected, praised, and encouraged to share their ideas, thus promoting active engagement and dialogue rather than passive reception of lectures (Asbah & Rajiman, 2015). This will help students develop a positive attitude toward learning. As a result, interaction plays a crucial part in classroom activities.

Universitas Negeri Padang established international class program for students, and one of them is in the Economics Education study program, Faculty of Economic and business, to produce more graduates who are fluent and active in English, capable of competing nationally and internationally. Universitas Negeri Padang Student Handbook 2018 outlines that the international class will use English as the medium of instruction throughout the learning and teaching process, with the possibility of multilingual interaction between English and Indonesian.

In line of the previously mentioned issues, the researcher intends to focus on how the interactions occur between lecturers and students, and between students, and how students' attitudes toward classroom interaction in the International Economy class at *Universitas Negeri Padang*. The reason why researcher used International Class Students as a study subjects is because International Class Students are academic students that are expected to compete on an international level. The ability to plan, evaluate, and apply subjects that will be taught later in the economy department is especially important. As a result, interaction plays a crucial role in helping students

understand subjects and develop the skills essential to compete on an international level.

In this research, the researcher wants to examine how classroom interaction occur in Economy Department's International Class at *Universitas Negeri Padang*. The researcher uses Flanders Interaction Analysis Category Systems to focus on the interaction that occurs during the learning process. The researcher also wants to know whether students have a favorable or negative attitude about in-class engagement. Students from the International Classes of the Economy Department's academic year 2022–2023 and 2023-2024 at *Universitas Negeri Padang* are involved in this study

METHOD

This research was carried out to examine classroom interactions and to explore students' attitudes towards these interactions among international class students in the Economy Department at Universitas Negeri Padang. A descriptive qualitative methodology was employed by the researcher.

Based on the official announcement letter from the department of economic education at Padang State University issued on 7 July 2023, it is known that the population of economic education is 143 students for the academic year 2022, and 133 students for the academic year 2023. In this study, the entire population will be used as the sample. If the subject contains fewer than 100 participants, according to Arikunto (2013: 112), it is advised to take the entire subject. Based on researcher's informal interview with the students of International Class of Economy Department 2022 and 2023, it is known that the number of samples of this study who are students of the international class of economy department 2022 and 2023 consist of 28 students.

In collecting data, the researcher used observation with recording, questionnaire, and interview as the research instruments. To observe the interaction between Lecturer-Student, Student-Faculty, and Student-Student in the context of the international class of Economics Department, this study used an observation sheet. This observation sheet adapted categories from the Flanders Interaction Analysis Category System instrument. The researcher documented the teaching and learning process over four sessions to gather additional data. To assess students' attitudes towards classroom interaction, a questionnaire was employed. There were 30 statements in the questionnaire that discuss how students' attitudes about FIACS. The statements provided multiple choices such as strongly agree (sangat setuju), agree (setuju), disagree (tidak setuju), strongly disagree (sangat tidak setuju). After the observation, the questionnaire was distributed to the students. Additional insights into the students' learning attitudes during classroom interactions were gathered through interviews. The researcher utilized audio recording devices to collect data from the interview sessions. Interviews were conducted verbally with students, where they were asked to give their views regarding how they express their attitudes towards the classroom environment.

Following data collection, video recordings undergo transcription into text, serving as the primary source for analysis. Researchers employ the Flanders Interaction Analysis Category (FIAC) to analyze transcribed data. Additionally, to evaluate students' attitudes, questionnaire data are analyzed and complemented with interviews. The researcher draws conclusions based on the average scores from the

students' questionnaire responses. The scores from the questionnaires are calculated using the following formula:

$$\% = \frac{F}{N} \times 100\%$$

% = Percentage   F = Frequency   N = Number of Students

RESULT AND DISCUSSION
Research Finding

1. Classroom Interaction

After transcribing and analyzing the data, the researcher identified the main categories of interaction prevalent among different patterns during the classroom activity. The results are summarized in the table provided.

Table 1. Classroom Interaction Finding

Interaction Category	Pattern					
	L-S		S-L		S-S	
	F	%	F	%	F	%
Accepts Feeling	11	7%	9	11%	21	10%
Praises or Encouragement	13	8%	0	0%	5	2%
Accepts or Uses Ideas	7	4%	0	0%	15	7%
Questioning	68	41%	5	6%	60	30%
Explaining	37	22%	1	1%	40	20%
Giving Direction	25	15%	0	0%	18	9%
Criticizing or Justifying Authority	2	1%	0	0%	0	0%
Response	4	2%	61	75%	38	19%
Initiation	0	0%	5	7%	7	3%
Σ	167	100%	81	100%	204	100%

The data presented details the interaction outcomes in a classroom setting according to the Flanders Interaction Analysis Category System. For interactions between the Lecturer-Students (L-S), the predominant category observed is 'Questioning,' occurring 68 times and accounting for 41% of the interactions during the educational process. In the case of Students-Lecturer (S-L), the 'Response' category is most prevalent, with 61 instances making up 75% of these interactions. Lastly, in Student-Student (S-S) interactions, the 'Questioning' category is the dominant category, noted 60 times and constituting 30% of the interactions between students.

2. Silence

Silence refers to the absence of conversation or stillness in the interaction between teacher and student. Silence can include moments when no questions, answers, or active conversations occur during a certain period of

learning. An interaction is called "silence" when no verbal activity occurs for a period of time. For example:

No.	Role	Transcript	Language		Category	Pattern		
			Eng	Ind		L-S	S-L	S-S
25.	SP1	Thank you for all the questions. Our group will discuss about the answer. Please wait a minute	✓		Accepts or Uses Ideas of Students			✓
26.		***Silence**			Silence			

(Excerpt 21, Observation 4)

As a result of all Classroom Interaction observations, researchers found that the silence category occurred 27 times. These findings indicate that although moments of silence do occur in classroom interactions, they are not frequent compared to other categories of interactions. In other words, verbal activity remains the dominant component in the classroom interaction. Additionally, the relatively infrequent presence of silence may also suggest that when it does occur, it could be a moment for reflection or information processing by the students, rather than merely a gap in activity. Overall, it can be concluded that silence does not play a dominant role in classroom interactions

3. Students' Attitude

The outcomes of the data are as follows:

No.C	No.1	Categories of Students Attitude	Strongly Agree		Agree		Disagree		Strongly Disagree		N
			f	(%)	f	(%)	f	(%)	f	(%	
1.		**Accepts Feeling**									
a.	1	*Saya senang dengan dosen yang mengajar dengan ramah.* (I am happy with lecturers who teach in a friendly manner.)	18	78%	5	22%	0	0%	0	0%	23
b.	2	*Saya menunjukan sikap siap belajar saya ketika dosen sudah mengucapkan salam pembuka* (I show my ready-to-learn attitude when the lecturer has said the opening greeting)	13	57%	9	39%	1	4%	0	0%	23
2		**Praises or Encouragement**									
a.	3	*Ketika dosen memberikan pujian, saya lebih bersemangat*	13	57%	9	39%	1	4%	0	0%	23

		dalam menjawab pertanyaan berikutnya (When the lecturer gives praise, I am more eager to answer the next question.)								
b.	**4**	*Saya merasa percaya diri ketika dosen meminta saya menjelasakan jawaban saya* (I feel confident when the lecturer asks me to explain my answer.)	2	9%	18	78%	3	13%	0	0%	23
3		**Accepts or Uses Ideas of Students**								
a.	**5**	*Saya antusias ketika dosen mengklarifkasi pendapat atau opini saya.* (I am enthusiastic when the lecturer clarifies my opinion.)	9	39%	12	52%	2	9%	0	0%	23
b.	**6**	*Saya merasa termotivasi untuk belajar ketika dosen merangkum kembali pendapat saya.* (I feel motivated to learn when the lecturer summarizes my opinion.)	13	57%	8	34%	2	9%	0	0%	23
4		**Lecturer Questioning**								
a.	**7**	*Saya termotivasi untuk menganalisis materi yang diajarkan lebih mendalam ketika dosen menanyakan pendapat saya* (I am motivated to analyze the material more deeply when the lecturer asks for my opinion.)	8	34%	13	57%	2	9%	0	0%	23
b.	**8**	*Saya merasa pertanyaan dosen membantu saya untuk mengingat rumus, konsep, materi ajar*	10	43%	12	52%	1	5%	0	0%	23

		yang diajarkan sebelumnya. (I feel that the lecturer's questions help me to remember formulas, concepts, teaching materials taught previously.)								
5		**Explaining**								
a.	**9**	*Saya senang belajar ekonomi karena dosen mengorientasikan materi dengan jelas dan terstruktur* (I enjoy studying economics because lecturers orient the material clearly and structurally.)	8	34%	14	61%	1	5%	0	0%	23
b.	**10**	*Saya dapat memahami penjelasan dosen dalam mengajar ekonomi karena bahasanya jelas.* (I can understand the lecturer's explanation in teaching economics because the language is clear.)	5	21%	16	70%	2	9%	0	0%	23
6		**Giving Direction**								
a.	**11**	*Saya rasa dosen memberi perintah atau instruksi dengan jelas* (I think lecturers give orders or instructions clearly)	5	21%	16	70%	1	5%	1	4%	23
b.	**12**	*Saya merasa lebih baik ketika dosen memerintahkan mahasiswa untuk belajar sendiri daripada diskusi kelompok* (I feel better when the lecturer instructs students to study alone rather than in group discussions.)	3	13%	14	61%	5	21%	1	5%	23

7		**Criticizing or Justifying Authority**								
a.	13	*Saya merasa bisa menerima bila dosen menasehati atau menegur saya* (I feel that I can accept when the lecturer advises or reprimands me.)	7	30%	15	65%	1	5%	0	0%	23
b.	14	*Saya merasa dosen memberi nasehat dan teguran dengan baik dan ramah.* (I feel that lecturers give advice and reprimands in a kind and friendly manner.)	10	43%	13	57%	0	0%	0	0%	23
8		**Lecturer's Response**								
a.	15	*Saya merasa dosen memberikan jawaban atas pertanyaan saya dengan baik dan ramah* (I feel that the lecturer answers my questions in a kind and friendly manner.)	10	43%	13	57%	0	0%	0	0%	23
b.	16	*Jawaban dosen membantu saya memahami materi ekonomi dengan jelas dan baik* (The lecturer's answers helped me understand the economic material clearly and well)	8	35%	15	65%	0	0%	0	0%	23
9		**Students' Response**								
a.	17	*Saya berusaha untuk selalu menjawab semua pertanyaan yang diberikan oleh dosen dengan benar* (I try to always answer all questions given by the lecturer correctly.)	5	21%	16	70%	2	9%	0	0%	23

b.	18	*Ketika dosen tidak menerima jawaban atau pendapat saya, saya merasa penasaran untuk mengetahui jawabannya* (When the lecturer does not accept my answer or opinion, I feel curious to know the answer.)	5	21%	16	70%	2	9%	0	0%	23
10		**Students' Initiation**									
a.	19	*Saya berinisiatif mengajukan diri untuk mengemukakan pendapat di kelas* (I take the initiative to express my opinion in class.)	2	9%	16	70%	5	21%	0	0%	23
b.	20	*Saya akan bertanya kepada dosen ketika saya tidak memahami materi yang sedang dijelaskan.* (I will ask the lecturer when I do not understand the material being explained.)	5	21%	17	74%	1	5%	0	0%	23
11		**Students' Ask Question**									
a.	21	*Saya termotivasi untuk bertanya di dalam kelas agar saya dapat mengatasi masalah dalam mata kuliah yang saya hadapi* (I am motivated to ask questions in class so that I can solve problems in the course that I face.)	6	26%	14	61%	3	13%	0	0%	23
b.	22	*Saya bertanya pada dosen jika ada masalah dalam mengerjakan tugas* (I ask the lecturer if there is a problem in doing the assignment)	5	21%	18	79%	0	0%	0	0%	23
c.	23	*Saya bertanya pada teman jika masalah*	8	35%	14	60%	0	0%	1	5%	23

		dalam memahami penjelasan dosen. (I ask my friends if I have problems understanding the lecturer's explanation.)								
d.	**24**	*Saya sering merasa puas dengan jawaban/keterangan yang diberikan guru terhadap masalah yang saya tanyakan* (I often feel satisfied with the answers/concerns given by the teacher to the problems I ask.)	2	9%	19	81%	1	5%	1	5%	23
12		**Peer Response**								
a.	**25**	*Saya merasa jawaban/respon dari teman terhadap masalah yang saya tanyakan mudah dipahami dan jelas* (I feel that the answers/responses from friends to the problems I ask are easy to understand and clear.)	4	17%	17	74%	2	9%	0	0%	23
b.	**26**	*Jawaban teman dapat membantu saya menyelesaikan tugas/soal di mata kuliah berbasis ekonomi* (Friends' answers can help me complete assignments/questions in economics-based courses.)	5	21%	17	74%	1	5%	0	0%	23
13		**General Comments**								
a.	**27**	*Saya ingin mengerjakan yang terbaik dalam mata kuliah yang menyangkut pembelajaran ekonomi*	6	26%	15	66%	2	8%	0	0%	23

		(I want to do my best in courses that involve learning economics.)									
b.	28	Saya senang belajar ekonomi

(I enjoy studying economics.) | 8 | 35% | 13 | 57% | 2 | 8% | 0 | 0% | 23 |
| **14** | | **Silence** | | | | | | | | | |
| a. | 29 | *Saya akan tetap "Silence" ketika tidak ada interaksi selama beberapa detik di kelas setelah dosen menjelaskan materi pelajaran*

(I will remain "Silence" when there is no interaction for a few seconds in class after the lecturer explains the subject matter.) | 4 | 17% | 13 | 57% | 6 | 26% | 0 | 0% | 23 |
| b. | 30 | Saya akan *silence* selama beberapa detik ketika memikirkan pertanyaan yang dilontarkan oleh dosen.

(I will be silent for a few seconds when thinking about the question asked by the lecturer.) | 8 | 35% | 14 | 60% | 1 | 5% | 0 | 0% | 23 |
| Σ | | | **215** | **31%** | **421** | **61%** | **50** | **7%** | **4** | **1%** | |
| | | | **636 (92%)** | | | | **54 (8%)** | | | | |

Table 2. The Result of Students' Attitude

According to the information provided, the majority of students selected either "strongly agree" or "agree" on the scale (92%), while a small portion chose "disagree" or "strongly disagree" (8%). This indicates a notable preference for positive responses among students regarding classroom interaction. The researcher inferred that students hold a favorable attitude toward classroom interaction based on these findings. Additionally, interviews were conducted to supplement the questionnaire data and provide further insights.

(Excerpt 22, Interview 1)

"Saya mungkin bisa dibilang aktif karena ketika saya tidak mengerti saya bakal bertanya walaupun saya takut kepada eee walaupun ada rasa agak takut ya pada dosen jadi saya bakal bertanya ke temen saya. Jadi kayak lebih ke perantara gitu, jadi diskusinya sama temen dulu trus baru sama dosen gitu." (Translation: "I can probably be said to be active because when I don't understand I will ask even though I am a little afraid of the lecturer

so I will ask my friend. So, it's more like an intermediary, so the discussion is with friends first and then with the lecturer"). (Student 1)

(Excerpt 22, Interview 1)

"Kalau Febi dalam berkontribusi itu, mungkin bisa dengan memberikan pertanyaan kepada kelompok penyaji seperti minggu lalu atau mungkin bertanya kepada dosen kalau memang tidak paham dengan materi yang disajikan" (Translation: If Febi contributes, it might be by asking questions to the presenting group like last week or maybe asking the lecturer if I don't understand the material presented). (Student 7)

(Excerpt 23, Interview 7)

Student 1 and Student 7 showed they were eager to participate and learn by asking questions when they didn't understand something, both from their classmates and the lecturer. This positive attitude was echoed by Student 4.

"Kalau di kelas, aktifnya itu paling di sesi tanya jawab, terkadang Zahra ingin bertanya. Dosen kan harus tuh, dosen harus menuntut siswa nya untuk melakukan tanya jawab. Jadi, Zahra lebih ke bertanyanya." (Translation: In class, Zahra is most active in the question and answer session, sometimes Zahra wants to ask questions. Lecturers have to demand their students to do questions and answers. So, Zahra is more into asking questions.) (Student 4)

(Excerpt 24, Interview 4)

Discussion

The study aims to analyze how interaction occurs between lecturers-students, students-lecturer, and students-students during classroom activities, as well as students' attitudes towards this interaction. The findings from earlier sections provide insights that lead to various conclusions. The results for each research question will be presented in the following manner.

The first research question is "how classroom interaction takes place between lecturer-students (L-S), students-lecturer (S-L), and student-student (S-S)." Based on the findings of this research from observation in international class of economy class, the nine categories of FIACS (such as *Accepts Feeling, Praises or Encourages, Accepts or Uses Ideas of Students, Questioning, Explaining, Giving Direction, Criticizing or Encourages, Response, and Initiation)* appeared. In the classroom, both teachers and students play distinct roles during interactions. The researcher discovered that each interaction pattern has its own primary behaviors. In the lecturer-students pattern, explaining is the most common category, accounting for 35% of interactions, while silence occurs in 14% of cases. Conversely, in students-lecturer, response category is dominant, making up 57% of interactions, with silence occurring in 25% of cases. In students-students interactions, questioning is the main category, representing 26% of interactions, with silence occurring in 12% of cases. These findings align with Fuad Nabil's research from 2022, which found that questioning is prevalent in lecturer-student interactions, while responding is common in student-lecturer and student-student interactions. Previous research suggests that lecturers typically control the classroom and are more actively involved in delivering content.

The research suggests that the findings go against with previous research results. This occurred because in the economy classes, the interactions were presented by the presence of various groups at each session. These groups would deliver their presentations in English and then translate them into Bahasa Indonesia, maintaining the

same meaning. Following the presentations, the moderator guided other students to contribute additional materials, critiques, and questions. The students then expressed their responses by actively participating in group discussions—many students tended to favor posing questions over other activities. Asking questions served as a means to assess students' understanding and prompted them to remember information, according to Nasir (2019). At that point, the teacher stepped in to address those inquiries by providing explanations. The teacher acted as a guide to the students, ensuring they stayed on track and did not stray off-topic. They primarily used English and Bahasa Indonesia to explain the subject matter. As a result, fewer students had trouble understanding the explanations due to unfamiliar economic terminology.

The second research question focuses on how students; attitude toward classroom discussions. The findings indicate that students generally hold a favorable attitude of engaging in classroom interactions. The conclusion is corroborated by the findings of a questionnaire administered to students post-observation, indicating their endorsement of the significance of classroom engagement in the educational process. This is further reinforced by the interview inquiries directed towards the students. They feel the classroom interaction is lively because the lecturer plays a crucial role in it. The students mentioned that the lecturer presents the material clearly and engages them interactively, making it easy to grasp. Despite the lecturer using English as the instructional medium, the students managed to follow the learning process effectively.

Similarly, a study conducted by Meutia Herza in 2022 revealed that students displayed a positive attitude during classroom interactions, as evidenced by their optimistic thoughts, emotions, and actions during activities. Moreover, the research highlighted that students were vocal with their opinions and actively participated in discussions. Although initial support from a moderator was essential to maintain engagement, students showed ease in using English for educational and instructional activities.

CONCLUSION

The research results revealed that in the international Economy classes at UNP, the nine FIAC categories were present, which include *accepting feelings, praising or encouraging, questioning, explaining, giving directions, criticizing or justifying authority, responding, and initiating*. Certain categories were more prominent than others in each interaction pattern. In interactions between lecturers and students, *explaining* was the most common category, while in interactions between students and lecturers, *responses* were the most frequent. In student-student interactions, *questioning* was the dominant category. *Silence* occurred 27 times in all classroom interaction observations, which can be concluded that Silence is not a dominating category in Classroom Interaction.

Classroom interactions indicated that students hold favorable attitudes. Despite the fact that the majority of interactions occur among students themselves, 92% of students are in favor of integrating classroom interaction into the educational process.

REFERENCES

Adzanil, Fuad Nabil. (2022): An Analysis of Classroom Interaction in the International Classes of Chemistry Department of Universitas Negeri Padang

Arikunto, S. (2013). *Prosedur Penelitian.* Jakarta: Rineka Cipta

Asbah, & Rajiman. (2015). Analaysis of Classroom Interaction in EFL Class. *Linguistic and ELT Journal*.

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* New York: Wesley Longman.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition.* New York: Longman.

Fitriani, R. (2019). A Study on Classroom Interaction in Economics Class at Universitas Negeri Padang. Journal of English Language Teaching and Linguistics, 4(2), 207-221

Flanders, N. A. (1970). *Analyzing Teaching Behavior.* Mass: Addison Wesley Pub. Co

Putri, Meutia Herza. (2022): An Analysis of Classroom Interaction in the International Classes of Biology Department of Universitas Negeri Padang

Winarti. (2017). Classroom Interaction: Teacher And Student Talk In International Class Program (Icp). *KnE Social Sciences*, *1*(3), 220. https://doi.org/10.18502/KSS.V1I3.742