STUDENTS' PERCEPTION ON LECTURER-STUDENT INTERACTION IN ENGLISH AS FOREIGN LANGUAGE (EFL) CLASSROOM

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Abstract
Interaction is communication that happens through more than two people for getting the information, and the interaction is the way for the lecturer in the teaching-learning process in the classroom. Interaction involves all participants in the classroom which are lecturer and students. This study aims to know students' perception of lecturer-students in EFL classroom interaction at the fourth-semester students of the English department at STKIP Bina Bangsa Getsempena Banda Aceh. This study used a questionnaire to get the data and used a descriptive qualitative design to analyze data. The data were collected by giving a set of a questionnaire (20 questions). The result of this research based on the students' perception is described the teaching-learning process in the classroom was good enough and the students feel comfortable and surely they like lecturer's teaching method. The classroom interaction in the EFL classroom is good because the lecturer used not only English but also Indonesia to stimulate the students in understanding what the lecturer explained.

Keywords: *Perception, Interaction, EFL*

INTRODUCTION

Interaction initiates communication and leads to share information. In education, interaction takes an essential part to get information related to the teaching-learning process for EFL classroom. As mentioned by Murtinunggrum (2008), in English learning, interaction is related to the need for students' ability to communicate in English to increase their language understanding. Therefore, success or failure EFL classroom in the teaching-learning process based on a good interaction that created by the lecturer and student.

The interaction should not be seen simply as a one-directional source of target language input. When learners engage with their interlocutors in negotiations around meaning, the nature of the information might be qualitatively changed. The more of information is queried, recycled and paraphrased, to increase its comprehensibility, the greater its potential usefulness as input (Mitchell and Myles, 2004).

Therefore, interaction is a very complicated process that involves many elements. It is an interrelated process. Some instruments can be used to analyze classroom interaction. Ned Flanders develops one of the instruments, it is called Flanders Interaction Analysis (Brown, 2000). So, by using this instrument, the nature and quality of classroom verbal interaction can be described. The result of the observation using this instrument can give a picture of who talk in a classroom and the kind of talking that takes place.

Interaction is involved in communication, there are two kinds of communication: (1) verbal communication is how the interaction happened among the people by using voice and talk to each other directly, and (2) nonverbal communication, is how the people interact by using gesture,

mimic, body movement, and others without using the words (Nafrina, 2014). Both of those dominate the classroom process, influence the students in language acquisition, and enhance student's speaking ability. This classroom interaction is the action that conducts by the lecturer to manage the teaching-learning process. As supported by Allwright (2008), interaction is similar to the learning process itself.

Classroom interaction is a mutual and meaningful interaction between the lecturer and students that happens in the classroom by interaction and learners could develop their language ability. Thus, what communication means in classroom interaction. In interactive classes, students can join a discussion, problem-solving tasks, or dialogue journals. The form of the activities can be pair works or group works.

The description of the interaction between the lecturer and student is seen from the lecturer and student talk. So, in the classroom interaction, lecturer and students have a reciprocal effect upon each other through what they say and do. This aspect succeeds in the transmission of the messages between lecturer and students (Metelo, 2006:22). The lecturer and students are not separate parts in the classroom, and they interact among them together. In the classroom, and the purpose of the lecturers is teaching a language. Lecturers mainly focus on verbal interaction or communicative interaction (Nafrina, 2014:12). They do not separate the nonverbal interaction that presents. The nonverbal interaction is used to support the verbal one. Students are typically expected to take an active role in the class. They show their mastery of the language by performing it.

In situations where the target language is seldom used outside the classroom, for example, the students' exposure to the target language is mainly received in the classroom. So the classroom exclusively comes to be an ideal place for learners to learn English if it allows learners to be in continuous contact with lecturers who speak the target language and with peer learners who can practice the language together to help in learning.

The kind of input and interaction that is made by LT is particularly essential and also points out whether it is a subject lesson or a language lesson, successful outcomes may depend on the type of language used by the lecturer and the nature of interactions occurring in the classroom. It can be concluded that LT in the EFL classroom serves as at least two functions. Firstly, it serves as a valuable input of language exposure. Secondly, it is used in different ways to generate the interaction, to make the input comprehensible and consequently make the learning take place.

The essential of interaction is helping students in understanding material and input given by the lecturer and contribution that encountered by themselves. Thus, it will help the process of learning a foreign language effectively, because using good interaction can make the students and lecturer understand what will they do in the class. Besides, the lecturer will be assisted by the interactions in finding out the difficulties and weakness of the students in the learning process.

Related to the issues in the EFL classroom before, the lecturer becomes quite easy to determine the students' weakness or difficulties. EFL classroom in STKIP BBG usually uses bilingual or uses two kinds of languages, namely English and Indonesian interchangeably. Not only English but also Indonesian used by the

lecturer in the class, because not all the students can understand the explanation and instruction in English. Sometimes the students are confused when the lecturer explains by using full English in the classroom, and sometimes they do not understand what the lecturer means as supported by Huraerah (2013). So the lecturer should manage the use of the English language and Indonesian in the classroom.

There are some reasons why lecturer should manage their talk. Firstly, English is not students' mother tongue language, because they are Indonesian and use their national language in daily activity interaction. Moreover, the students seldom communicate by using English in their life; it is only used in learning English classroom in the school. English department student of STKIP BBG should speak up in English even though not all of them can do it, so students and lecturer always make interaction in the classroom, but sometimes when the students talk in the class, students often make an error.

Secondly, students are from a different education background. Some students are from Boarding school, which is used bilingual language in their daily activities and English as their everyday language used in communication. Some students are from vocational school who consider English as the obligation subject only in the school, and they seldom practice that foreign language. Therefore, they believe it is an unimportant subject, then some of them do not care about the English subject. So, students prefer to like to go out when the English learning process occurred (Astiti:2016).

Lastly, based on preliminary observation that was conducted, some of the students are shy to speak up in front of

the class, because they feel ashamed and prefer to choose to sit quietly and listen what did the lecturer explains, and it makes their interaction becomes minimum in the classroom, as supported by Hafizah (2014). Because it is a speaking class, the lecturer forced the students to speak up in front of the class. Based on the issues above, sometimes the students often make error sentences in speaking. The students are afraid to show their ability in speaking English in front of the class, and sometimes they use gesture to make it more confident.

Therefore, the way to enhance students-lecturer interaction is divided into two parts. First, lecturer should give much opportunities to the students to speak up in front of the class or to explore their opinions and share it to the others, as supported by the researcher result which is conducted by Astiti (2016), that the student talk should be more than the lecturer in order to make students more active in the classroom. Second let students use code-switching in the classroom into Indonesian because English as the foreign language and English is not their mother tongue (Pinter, 2006), so when they talk in English they will reflect in using code switch into Indonesian accent.

Besides, students should not have to be isolated in an uncomfortable desk. They need to engage in meaningful activities in which they have to work with others on problems. The best way to learn a new idea is by regular communication with others. Therefore, students tend to interact with the lecturer and fellow students in purposeful activities or investigations of common interest (Richards, 2005:6).

However, the lecturer has two primary roles: first, to facilitate the communication process between all participants in the class, and between these

participants and the various activities and texts; second, to act as possible as an independent participant within the learning-teaching group (Richards and Rodgers, 2001: 16-17).

Based on the explanation above, the researcher would like to discuss what is the students' perception of lecturer-students interaction in EFL classroom. Therefore, the purpose of the research is to know the main point students' perception in the interaction between lecturer and students in EFL classroom, especially in speaking class at fourth-semester students of STKIP Bina Bangsa Getsempena.

METHOD

This research looks at a deep into one specific real phenomenon, that was classroom interaction. It tries to understand the participants and help their problems. It used the content analysis qualitative method. The researcher would like to give the student some questionnaires to ask their perception about interaction in the classroom to know the perspective of the students in the classroom during teaching and learning process. The questionnaire helps the researcher to get more information to fulfill the data of this study.

The subject in this research is limited to the fourth semester that consisted of 25 students. The researcher decided to research the fourth-semester students because the study has the goal to see what kind of interaction that was done by the lecturer and student in the EFL classroom.

Therefore, the instrument used in collecting the data is the questionnaire. In

the interaction done by the lecturer and the students in the classroom and what do they feel during the interaction occurred or usually we call it perception. Using the questionnaire to find out the student's perception is more effective because the researcher provides some questions (20 questions) that should be answered by the students about their perception during interaction in the classroom (Jeremy, 2001) and each student has different perception and the researcher should explore the students' perception based on the answer in the questionnaire.

To analyze the data, the researcher gives a set of questionnaire to the students about their perception, the number of question is about twenty questions after the information has completed, the researcher starts to analyze the interaction that occurred in the fourth-semester class.

RESULT AND DISCUSSION
Result

Since each question is designed in terms of one particular behavior, the height of each bar shows the number of the student's opinion. The followings are questions about the students' perceptions, and the Likert scale is quoted from Wade (2006) but it had been modified by the researcher purposely.

The finding of the student's perception through the questionnaire in determining their perception during the learning process is described through the histogram and for the percentage of the finding is drawn on the diagram below.
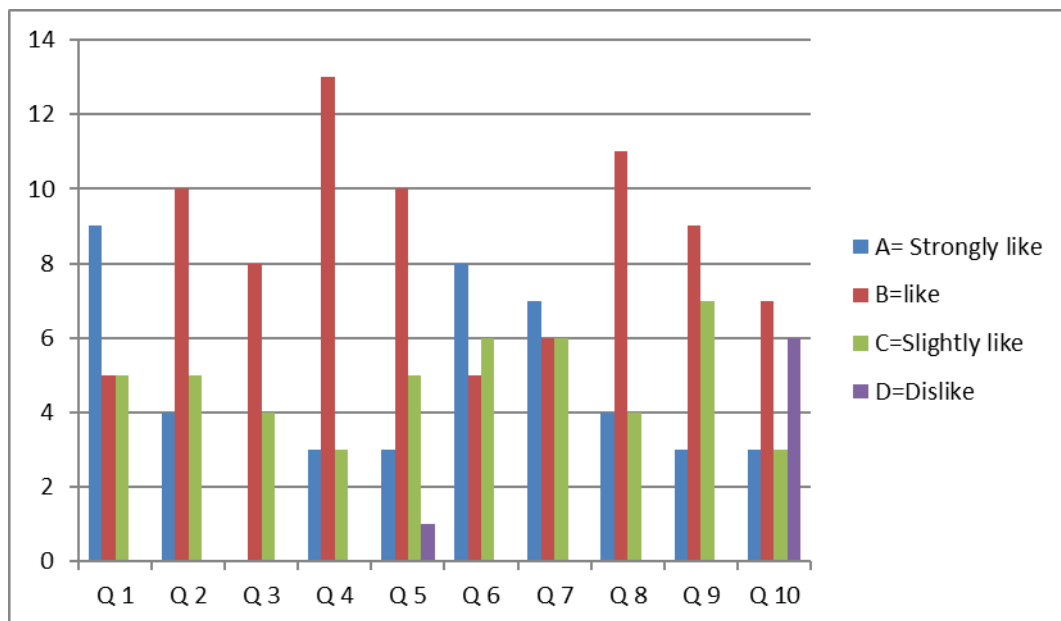
Figure 1. Students' respond toward questionnaire no 1-10

Based on the data above, the students' response to the questionnaire of number 1 to 10 is B (like) as the highest number that was chosen. The second average number is A (strongly like) that students prefer to choose it. While for option C (slightly like) is in the third position and the last one is D (dislike) is the smallest number that was chosen by respondents. So, based on the students respond result for the question number 1 to 10 is B (like), it means all of the students like toward the interaction that was done by the lecturer during teaching-learning process in speaking class.
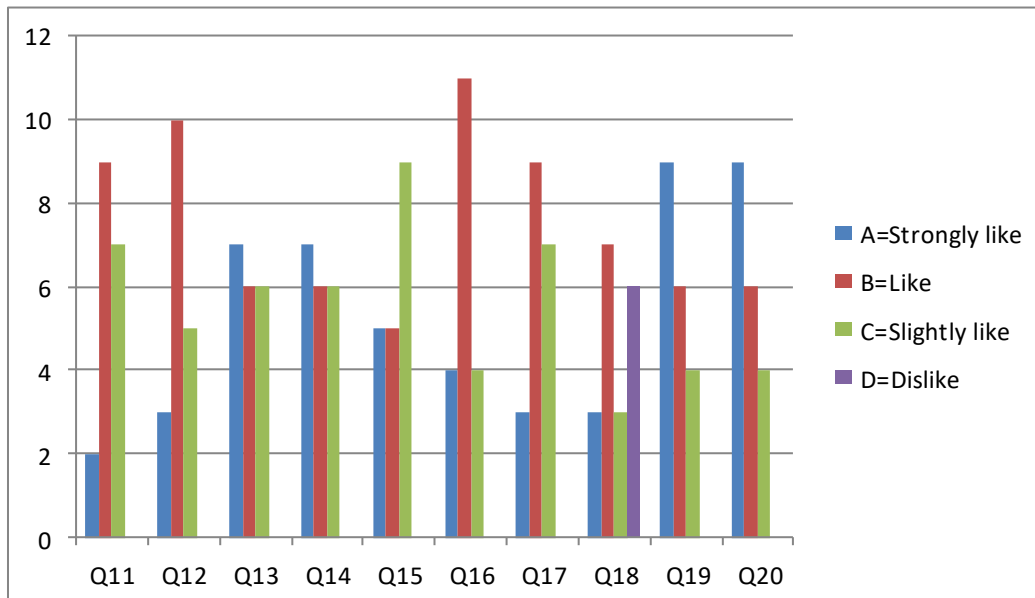
Figure 2. Students' respond toward questionnaire no 11-20

As the result shown in figure 2 above about questionnaire number 11 to 20. Most of the respondents were marked B (like) and as the highest number for those ten questions. The second higher number that was chosen by students is A (strongly like) rather than C (slightly like). Meanwhile, the students choose D (dislike) only for question in number 18 and not for the rest of 9 others questions; it means, there is none of the interaction problem acquired during teaching-learning process in speaking class. Thus, it also can be interpreted that students have a good interaction with the lecture and they like the way on how the lecturer interact with them during the process of learning in the classroom.

Then, to conclude all of the data gathered, the researcher count all of the result findings into the percentage of students perceptions from the questionnaire responds that have been done by the students. The data display through the diagram below:
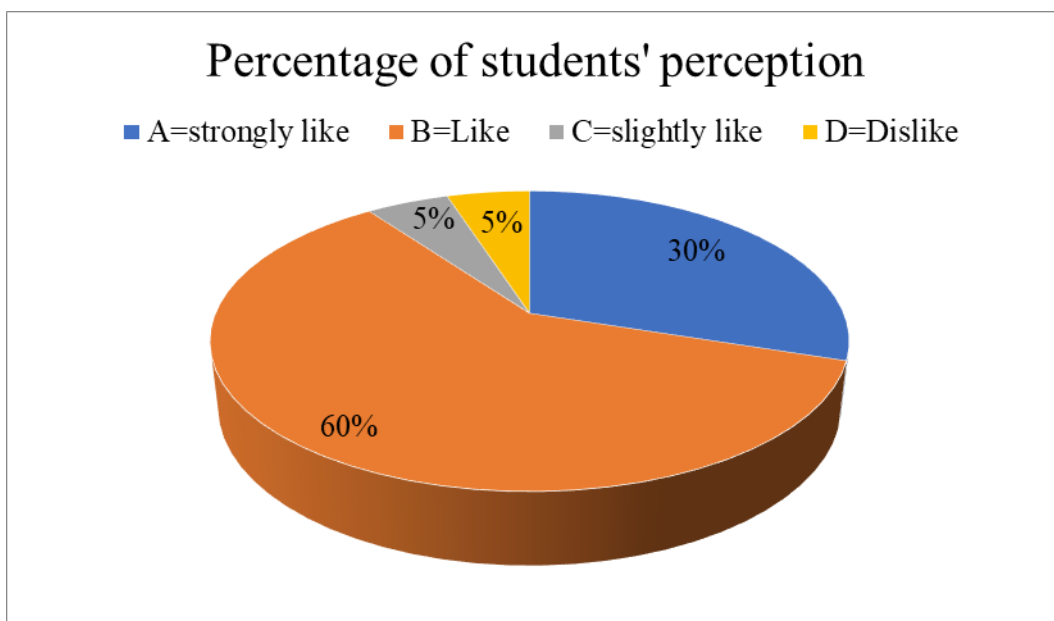
Figure 3. The percentage of students' perception

As shown on the percentage of the diagram above about students' perception on lecturer-students interaction in EFL class is 60 % of students prefer to choose B (like), it means most of them like the way of lecturer used to interact during the teaching-learning process. Then 30 % for option A (strongly like) that were chosen by students and for both C (slightly like) and D (dislike) only 5% of respondents took it as their answer. Thus, the diagram above described four kinds of students' perception of lecturer and students interaction during speaking class. The majority of students goes to B as the single biggest percentage and following with A with the second position, but for C and D is the lowest percentage of students' perception.

Discussion

Based on the first displayed histograms in figure 1, the researcher investigates the information about the students' response to the conducted teaching and learning in the speaking course. Through the first inquiry about whether or not the students like the lecturer while interacts with them, the students who answer A "strongly like" was nine respondent while the vote to B "like" and C "slightly like" shares the same number of voters which is five respondents for each answer. The first questions conclude that the students like to listen to lecturer talk in explaining the material in the classroom. However, there are 11 abstain individuals who left the first inquiry blank without notifying their reasons behind this abstinence.

The second question is asking about the students are *like* to the lecturer talk time is appropriate to the classroom atmosphere. For this question only four students response to the option A "strongly like", and the students who answer B "like" is ten students. Then about five students who choose C "slightly like", but there are six students who abstained and none of the students who response D. So, most of them prefer to choose B (like), it is about the students are *like* about the lecturer talk time is appropriate. Based on the students' perception, the lecturer talk time is

appropriate and it is suitable with what the students want during the teaching-learning process in the classroom.

The third question is about the lecturer's instruction in the classroom during teaching and learning process. For this question, only two options were chosen by respondents and both of them are B "like" with eight respondents and four respondents are prefer to choose C "slightly like". The rest of the respondents left the blank answer for the third inquiry. Thus, the highest result is B, it means the students understand and they *like* to listen to lecturer's instruction in the classroom.

The fourth question is about lecturer explains everything. The highest number goes to B "like" that thirteen students marked it and for option A "strongly like" and C "slightly like" the students share the same number for both of it (three students of each) and none of the students choose D "dislike". But there were also six respondents who abstained. It can be concluded that the students *like* to listen to a lecturer explaining everything during the teaching and learning process.

The fifth question is about whether they like to ask and answer the question in the class during teaching and learning process. The students responsible for these questions is the various number for each option. The smallest one is only one student who were marked D "dislike", then followed by A "strongly like" with three respondents that lower than C "slightly like" with five respondents, and the highest number goes to B "like" with ten respondents. Thus, some of them *like* to ask some questions and answer the subject during the teaching-learning process, and it is an excellent way to make interaction in the classroom among the lecturer and students.

The sixth question, the researcher investigates the information about the lecturer gives students some problems to work on it and solve it on their own. The students who answer A "strongly like" was eight respondents while the vote to B "like" was five respondents, while for C "slightly like" was six respondents for each answer. The sixth questions conclude that the students are not ready if the lecturer gives some problems to work on in the classroom.

The seventh question is about the students like to answer the question without pointed by the lecturer or they do it voluntarily. Seven students prefer to choose A "strongly like" then followed by B "like" and C "slightly like" which is shares the same number of voters which is six respondents for each answer and none of the respondents who marked D "dislike". While, the rest of the students are remaining to leave a blank reply in responding to this question. Thus the seventh question results that the student like if the lecturer gives the opportunities to the students to answer the question volunteer in the classroom.

For the eighth question, the researcher asks about giving a longer time to think about the question that was given by the lecturer. The highest number is going to B "like" with nine respondents, then followed by C "slightly like" with seven respondents and the smallest one is goes to A "strongly like" with three respondents and none of the respondent who chooses D "dislike". Here, the students like if the lecturer gives the time to them to think before answering the question because they have some time to prepare about how to give the good answer from the question that given by the lecturer.

The ninth question, the researcher investigate about students performance should be encouraged by lecturer's feedback. None of the respondents who chose D "dislike", three students who prefer to choose A "strongly like", then seven students chose C "slightly like" and the last one is B "like" with nine responses. Overall, for this question goes to B, it means the students always hope the lecturers' feedback after their speaking time to correct the error.

The last inquiry for figure 1 or the tenth question is about the students like if the lecturer tells all their mistakes about their speaking performance. For option a "strongly like" and C "slightly like" the respondents share the same number which is three for each option. While for option D "dislike" was six respondents and followed by B "like" with seven respondents. It means, the students like if the lecturer tells them about all of their mistakes in the classroom, because if the lecturer tells all of the students' mistakes so the students can give better performance for the next task.

Moreover, the second histogram that displayed in figure 2 is an extension of the previous ten questions. The question starts from question number 11 until 20. The eleventh inquiry in the second histogram is whether or not the students like the process of teaching and learning while the lecturers let the students discover their own mistakes. The researcher aim this inquiry to investigate the students' response to lecturer's act in providing freedom for the student for a self-correction session.

Through the survey, the total of students who opted a (strongly like) are two respondents, while the students who pick b (like) are nine participants and the students who chose c (slightly like) are seven individuals. The results of the survey result

in this section show that the students prefer to be given freedom in assessing their own mistakes and errors during the speaking performance. However, the number of participants who vote for c (slightly like) is because the students believe that their capability to recorrect themselves is not reliable. Thus, they argue that the most suitable actor to revise their speaking performance is the lecturer who pays full attention to them while they are speaking in front of the class. However, some of the students believe that during the speaking it is hard for them to highlight their errors while they are focusing themselves to the matter being elaborated.

The twelveth question is about lecturer pointed students immediately when their answers are incorrect, and the respondent prefers the excellent answer is B (like). Thus, the students do not really like if the lecturer points them immediately when they give a wrong answer because it can make the students down and shy to speak.

The thirteenth question is about the student like to practice the new language in the class, and they choose A (strongly like). It means that they really like to practice the new language because they want to learn more than one language, and it can improve their vocabulary mastery. The fourteenth question is about they like to be given a chance to talk and discussion in the classroom so the excellent answer is A (strongly like). Thus, they will have a good chance to speak in English and share their ideas and develop their self-confidence. The fifteenth question is about the lecturer should negotiate with the students for correction, and they choose C (slight like). It means that the students do not enjoy the atmosphere if they have to

consult with the lecturer because they want the lecturer to correct them directly.

The sixteenth question is about the students like speak in front of the class individually; for this statement, the respondent's circle B (like) as their answer. Based on their response, it means almost all of the students pretend to speak in the form of monologue rather than in dialogue because if the student speaks in front of the class individually, they can be more confident. The seventeenth question is about they like to see the lecturer when he uses body movement in explaining and the proper answer is B (like). It means when the lecturer explains the materials or speaking instruction by using body movement is attracting the students to pay attention to the lectures, so it can influence students mood and the student can be more focus and understand what the lecturer explains.

The eighteenth question is about they like to disturb others during the learning process, and most of the respondents choose B (like). They think if their friends have to speak in front of the class, the lecturer could not pay attention if they disturb each other in the back of the classroom. The nineteenth question is about they like the lecturers' teaching method in the learning process, and the students answer A (strongly like). Here the students like and enjoy the way of the lecturer used during the teaching-learning process in the classroom and it can help them in develop their ideas and speak freely, and the lecturer method is good enough for them. The last question is about the students would like to recommend to the lecturer about interactive classroom and they respond is A (strongly like). Thus, the students like to suggest to the lecturer about

the interesting learning situation in the classroom.

Moreover, based on the diagram above, the highest percentage goes to B (Like) with 60%. It means that the students like to the lecturer's method during teaching and learning process in the classroom. Then, it is followed by A (Strongly like) by 30%. The meaning is some of them like to the lecturer's method in the classroom. Next both of C (slightly like) and D (dislike) are only 5% each of them, which is it is the lowest percentage of students' perception. It means that a few of them who did not like with the lecturer's method.

Therefore, the finding of this result assumed that the lecturer has to stimulate the students to talk by asking some questions orally. Because lecturer-whole class interaction is for encouraging the students to speak, the lecturer has to use strategy to make the students to talk. Three types of lecturer-whole class, such as giving explanations, praises, information, and instructions. Thus, the lecturer should make student tell something. Then, the principal activity in this interaction is the lecturer gives a task that has been discussed in the group or individual preparation. It means that the students who are in group discussing or personal preparation must obey what is the lecturer wants to do for them. Besides, the interaction between lecturer and group of students or lecturer to students is like helping other students who do not understand yet at the discussing material and controlling the interaction in a different way to prevent the classroom atmosphere.

CONCLUSION

The conclusion that would like to describe based on the research finding based on a set of questionnaire. The students' perception in the EFL classroom reveals that is they like to learn in that class, it has been proved by their answer that they like to listen to the lecturer talk more than thirty-five minutes. It is mean that the lecturer talk is good enough in the EFL classroom and students are enthusiastic to the lecturer talk, they like to see and listen to the lecturer talk. The lecturer knows to control his portion to speak, he does not want to talk too much, because he does not want to let the student to be receptive or only accept all of the things without showing the output. The researcher can deduce from the explanation above, therefore, that the lecturer has to use their role in the classroom maximally. It means that the lecturer can change students to be active in classroom and also give support, motivation and praise them during the teaching-learning process.

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