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A Successful Language Learning Implementation Through the Development of the Class Room's Social Interaction

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Abstract

The purpose of this research is to analyze the contribution of the social interaction with the student learning atmosphere by using the *Rückendiktat* exercise form. The method used in this research is the descriptive, analytical method, with the students of the German Language education program as the analyst unit. The data had been collected through observations and questionnaires. The result of the research indicates that the boarder the interactive strategy developed by the lecturer, (1) the students are more motivated to study; (2) the students are happy and actively involve throughout the learning process; (3) the learning materials has been mastered and understood well by the students. Based on the results, a significant line can be drawn, that the implementation of the social interaction which involved, the teachers, students, the learning materials and the learning media, are able to produce positive impacts for the learning atmosphere in the classroom, which can significantly contribute into the result of the study. In order for a learning process to be meaningful, lecturers are expected to not only apply a two-way pattern of social interaction between lecturers and students only, but also between students and students and students with media and learning resources.

Keywords: Successful Learning, Classroom Social Interaction

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis kontribusi interaksi sosial dengan suasana belajar siswa dengan menggunakan formulir Rücken diktat exercise. Metode yang digunakan dalam penelitian ini adalah metode deskriptif, analitik, dengan siswa program pendidikan Bahasa Jerman sebagai unit analisis. Data telah dikumpulkan melalui observasi dan kuesioner. Hasil penelitian menunjukkan bahwa asrama strategi interaktif yang dikembangkan oleh dosen. (1) Siswa lebih termotivasi untuk belajar; (2) siswa senang dan terlibat aktif selama proses pembelajaran; (3) materi pembelajaran telah dikuasai dan dipahami dengan baik oleh siswa. Berdasarkan hasil, garis signifikan dapat ditarik, bahwa pelaksanaan interaksi sosial yang terlibat, para guru, siswa, bahan pembelajaran dan media pembelajaran, mampu menghasilkan dampak positif bagi suasana belajar di kelas, yang dapat berkontribusi secara signifikan ke dalam hasil penelitian. Agar proses pembelajaran menjadi bermakna, dosen diharapkan tidak hanya menerapkan pola interaksi sosial dua arah antara dosen dan mahasiswa saja, tetapi juga antara siswa dan siswa dan siswa dengan media dan sumber belajar.

Kata Kunci: Pembelajaran yang Sukses, Interaksi Sosial di Kelas

INTRODUCTION

Foreign language teaching in this modern era is more oriented to mastering communicative competencies. Learners in this case are required not only to master a certain foreign language competence, but they must have the ability in using this language in various communication situations. Butzkamm (1989) as cited in Brinitzler et.al (2016:107) explain that “*Fremdsprachelernt man nur dannals Kommunikationsmittel benutzen, wenn sie ausdrücklich und genügend oft in dieser Funktion aus geübt wird*”. It means that the learner should be given more opportunity to actively practice the use of language function. The role of the teacher in this context is not just focused to provide the language knowledge for the learners. Based on this statement, the psychological of constructivism learning principles quoted by Triatno (2007: 13) outlines that the teachers are required not only to transfer knowledge in teaching and learning process. The process must enable students to construct their own knowledge. The main task of the teacher is to facilitate this process, by giving students the opportunity to find out and apply their own ideas.

The successful foreign language learning can be achieved through the encouraging the process of classroom social interaction. Edmonson (1995: 176) emphasizes that the decisive factor in the learning achieves is the nature of the classroom's interaction. According to Hall and Walsh classroom interaction has a significant role which learning is realized and an object of pedagogical attention (Hall, Walsh 2002: 186 - 203). It means that the interaction between teacher and learners as well as between learners themselves is crucial in the language teaching classroom as in any classroom. In fact, that Fruhauf, Coyle and Christ (1996) as cited in Papaja (2011:1) states that in fact, Content and Language Integrated Learning (CLIL) can be seen as a positive action. They argued that this kind of teaching process is a positive action as it brings the learners together and help preparing them for more intensive team-work skills and cooperation later in their courses. Hyman (1978: 55) describes that the knowledge of the classroom interaction is important for the teacher. The teacher can understand the classroom in a meaningful way. Furthermore, the teacher can also indicate the type and degree of the student involvement that can be used to determine the learning strategies. Wright (2005) as quoted by Schart and Lagutke (2018: 65) explained that there are at least four reciprocally interaction patterns that the teachers can develop in the classroom activity, namely: (1) teacher – student; (2) teachers - learning tools and media; (3) students – learning tools and media; and (3) students - students' patterns.

The implementation of social interaction patterns in successful learning have not been maximized by all teachers. They just ignored it and more likely to use a lot of learning time to tell or explain learning material. The developed exercises and assignments are more oriented to an individual learning and are focusing on mastering the grammar and vocabulary ability only. In addition, Funk et.al (2018: 48) explains that using of social interaction pattern (*Sozialform*) like group work (*Gruppenarbeit*) and pairwork (*Partnerarbeit*) are one of the best strategies for the student to mastering their ability to improve both language competence and language performance. Howarth (2007: 2) describes that interaction in communicative language can be the easy way to develop the learner's communication ability in using language.

It is unfortunately true that some learners are not enthusiastic about pair and group work. Many of them have a problem in working with a partner just because the partner tries to dominate almost all learning activities. On the other hand, the engagement, involvement of learners in a successful language teaching process is necessary. Howarth (2007) states that "I have taught many students who have told me that they don't like pair work because they might learn mistakes from their partners. There is actually no evidence to support this worry, but it is still common". (Howarth 2007: 2). In order to overcome this student's unwillingness to work actively together with their partners as Funk et al (2018: 64) suggests to apply the *Rückendiktat*. They explained that "If someone does the exercises make sure that all learners can be motivated to speak with a partner during the exercises". Often, there are learners who don't like to participate in the classroom conversation, especially as a partner. Sometimes, they just like to complete the missing information individually, without speaking to each other. *Rückendiktat* allows each partner to communicate to each other in order to complete the text.

RESEARCH METHOD

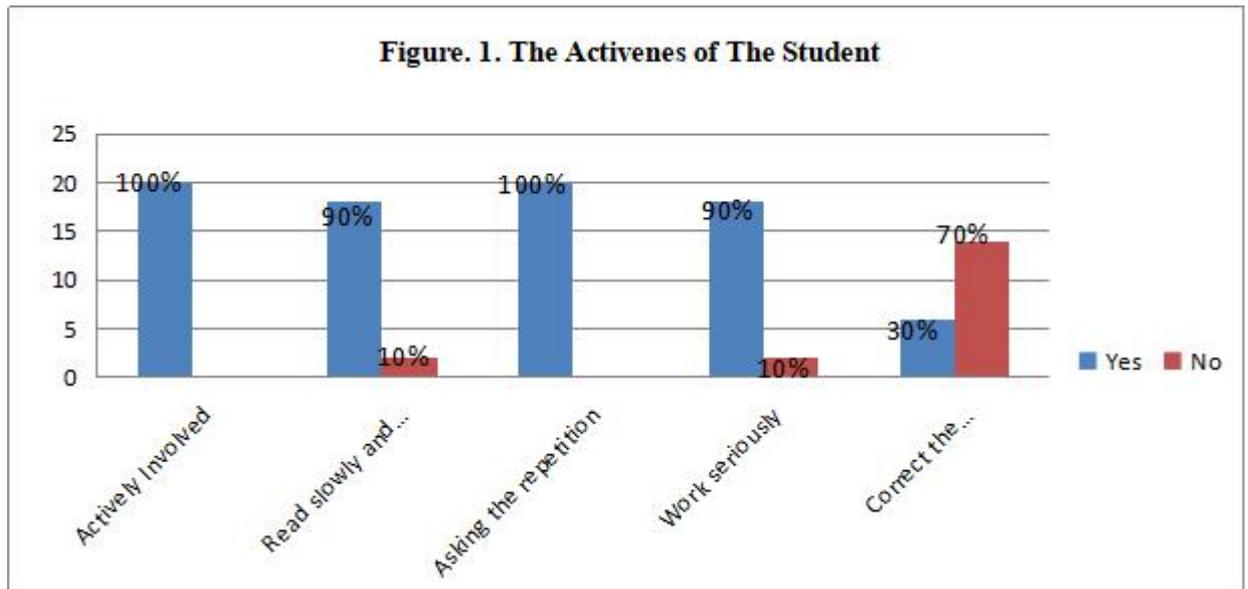
As is known, the purpose of this study was to determine the effectiveness of students' social interactions in successful learning activities through the use of the *Rückendiktat* exercises. The Method used in this research is the descriptive, analytical method, with the students of the German Language education program as the analyst units. The research sample is all German department students in the 2th semester of 2017-2018 at Pattimura University with the total of 20. The data had been collected through observations (Pianta et al. 2012:1. Hyman, 1978: 53) and questionnaires. The observation is used to determine the activeness of the students in working with partners and the accuracy used in filling the information. The questionnaires are used to indicate the motivation and the satisfaction of the student related to the exercises.

RESULT AND DISCUSSION

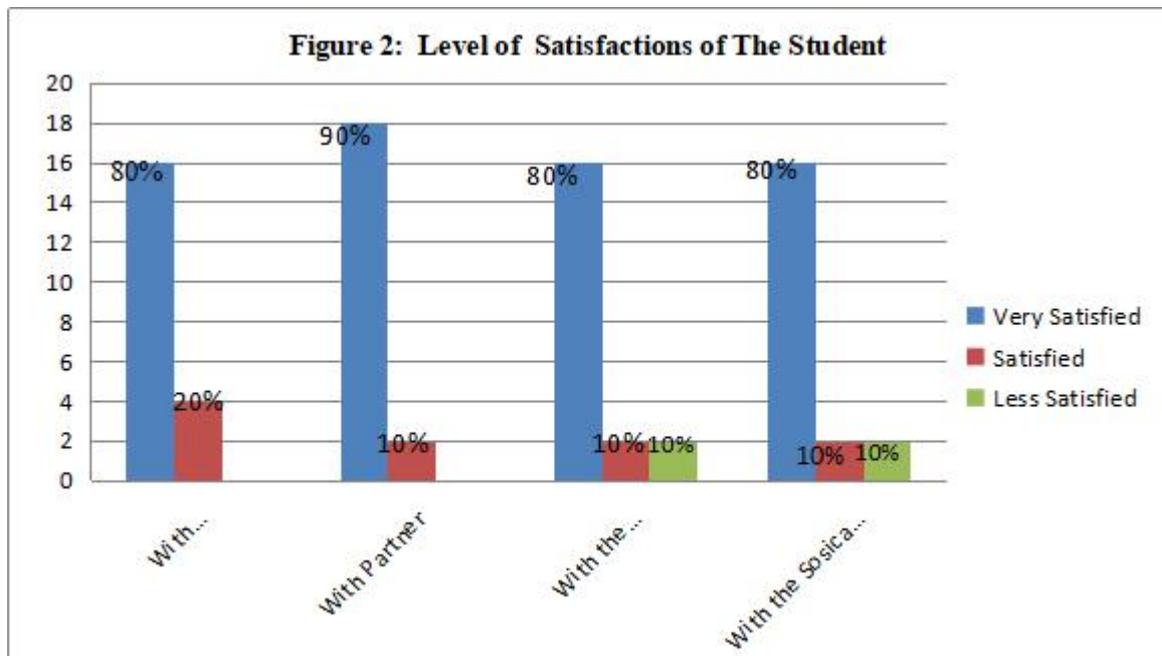
The *Rückendiktat* is one of the successful exercises, which can be used to determine the student activeness in working collaboratively with their partners. Students are asked to work in pairs. They are given a text where some of the information is omitted. The student standing back to back and working together to complete the missing information. Observations are carried out during the learning process to indicate the level of the activeness each pair. While the questionnaire was given after completing their task in pairs. The finding of this study can be described as follows.

1. The Involvement of the Student

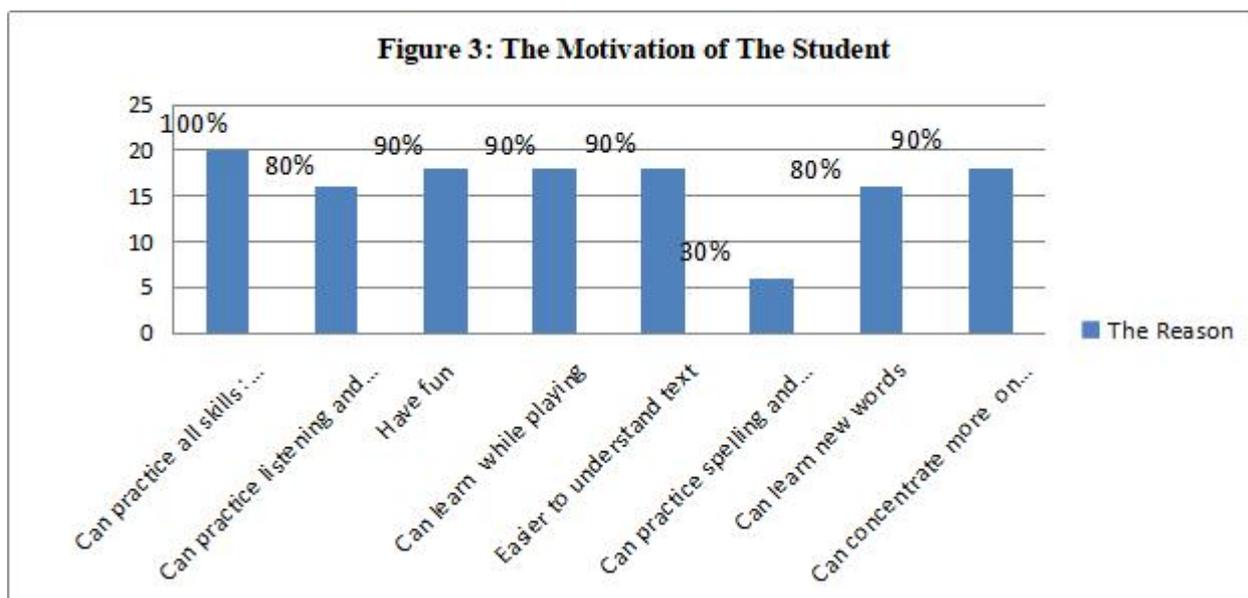
The observation data is indicating that all of the pairs are active in executing the exercise given. They are able to maintain their focus on sharing the informations between each pair. When it is occurring that the partner was not clear in reading the information, the other partner would ask for it to be repeated to ensure a clear message as shown in the illustration below.



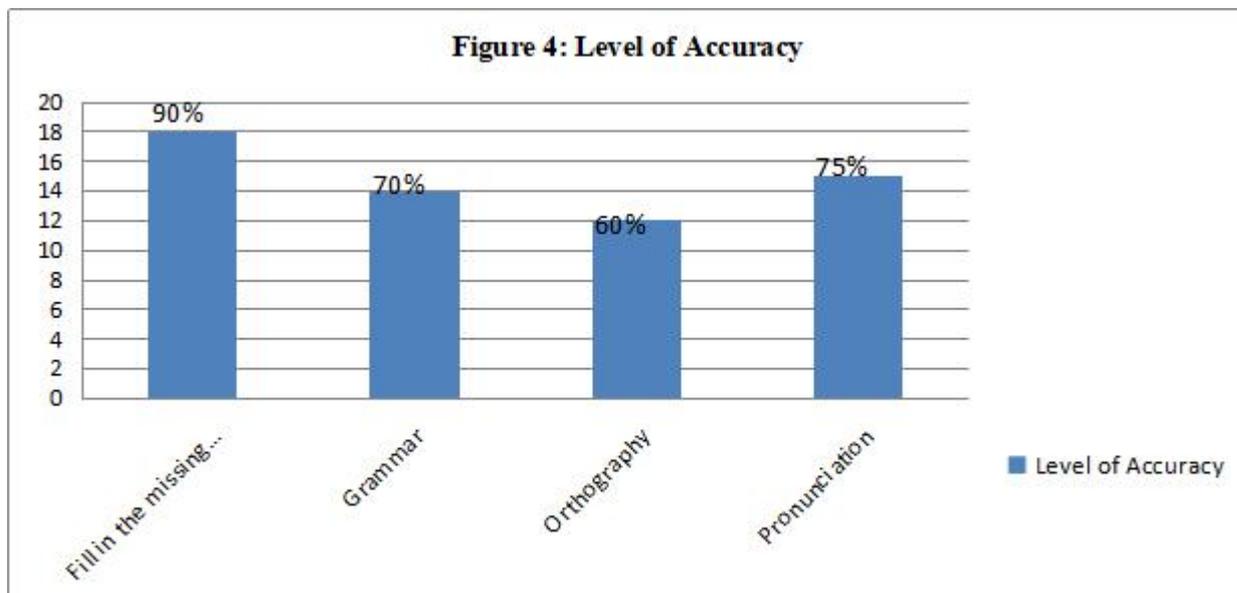
These active interactions have a significant and definite impact on the classroom atmosphere. Although it may seem boisterous, the positive and cheerful energy was shown throughout their reaction in absorbing the practice exercises. The majority of the student (90%), has stated that they are positive with the exercise and only the minority of 10% was not positive or satisfy with the overall exercises, whether it is the *Rükendiktat* practice, the partners in the pairing, or the classroom atmosphere and ambiance as shown on below figure.



This indicates that the social interaction that was built in working as a pair has motivated the student in executing the exercise given as also shown in the below figure.



The high level of motivation from the method of interaction in pairs, has improved the positive influence in the student’s drive in finishing tasks or work given to them. These can be seen from the level of accuracy in completing the missing information and the pronunciation during the exercise. These can be seen below in the figure.



The data analysis result has shown that the implementation of the *Rückendiktat* exercise are able to give positive impacts not only in building up a positive atmosphere or ambiance in the classroom, but as well can improve the drive of the students in being active to work as a pair. The social interaction that was developed using this exercise can push the motivation of the students and influence them to be more active and enthusiast in exchanging information needed to complete the blank part of the text. These facts indicate that the social interaction development, hold a significant role in a successful study process. By applying this collaborative method, the student can exercise their skill in, listening, speaking and writing as well reading

in a very conducive environment.

The result also shows that a study process can only produce a great outcome, only if the process in between has been planned well and carefully. A process where the student is given chances to develop their knowledge and skill in a collaborative pairing method. One of the factors to be highlighted is the selecting or deciding stage on partners or the pair member itself. If the gap of the skill and the knowledge of the partner are too wide, it can be resulted in the domination of one side of the partner thus will eliminate the main purpose of the exercise. The teacher should have planned and decide whether the partners has been set on purpose or spontaneously.

Looking at the success of the *Rückendiktat* exercise in building the social interaction in pairing system, it can be concluded that the exercise is a great tool in the educational means, where the student can develop themselves in a positive environment. Therefore, it is suggested for the teachers improve their knowledge and skills in different methods of practice and exercise which can possibly allow a social interaction between all the elements of the study such as teacher and students by applying the available resources.

CONCLUSION

The social interaction helps the student in developing the language and social skill. Therefore, maximizing the social interaction in the classroom is an important part of the teacher's role. The implementation of the social interaction which involved, the teachers, students, the learning materials and the learning media, are able to produce positive impacts for the learning atmosphere in the classroom, which can significantly contribute into the result of the study. In order for a learning process to be successful, lecturers are expected to not only apply a two-way pattern of social interaction between lecturers and students only, but also between students and students and students with media and learning resources. Teacher therefore need to plan and prepare carefully the social interaction's pattern, that will be applied.

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