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INTERACTIVE LANGUAGE TEACHING

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KATA PENGANTAR

Dengan mengucapkan puji syukur kehadirat Allah SWT, atas limpahan rahmat dan hidayahNya, maka penulisan buku dengan judul *Interactive Language Teaching* dapat diselesaikan. Buku ini berisikan bahasan tentang materi serta teknik ajar bahasa Inggris yang wajib dikuasai oleh pendidik atau calon pendidik.

Buku ini masih banyak kekurangan dalam penyusunannya. Oleh karena itu, kami sangat mengaharapkan kritik dan saran demi perbaikan dan kesempurnaan buku ini selanjutnya. Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu dalam proses penyelesaian Buku ini. Semoga Buku ini dapat menjadi sumber referensi dan literatur yang mudah dipahami.

Penulis, 13 Agustus 2023

Penulis

DAFTAR ISI

BAB 1

INTERACTIVE PRINCIPLES

By Ayu Arisna A

1.1 Introduction

Interactivity is a hallmark of the learning process, interactivity level will determine how intensely engaged learners are in carrying out learning. The learner's involvement in learning is expected to increase motivation for the learner's learning, the interactive principle is important for learners because it promotes engagement and active participation in the learning process. When learners are actively engaged in the learning process, they are more likely to retain information and understand concepts more deeply. This interactivity allows learners to experiment, explore, and test their understanding in a safe and supportive environment. It also allows learners to receive immediate feedback on their performance, which helps them to identify areas where they need to improve. Interactivity can take many forms, such as games, simulations, discussions, and hands-on activities. These activities encourage learners to take an active role in their learning and to develop critical thinking skills (Surjono, 2017).

The interactive learning model is a method or learning technique used by the educator when presenting lesson material where the educator plays the main role in creating an educative interactive situation, namely the interaction between educator and learner, learner and learner with learning resources in supporting the achievement of learning objectives. According to Syah (1998), the teaching and learning process must involve learners in totality, which mean that it involves the mind, sight, hearing, and psychomotor (skills, one of which is while writing). In the teaching process, an educator must invite learners to listen, dish up media that can be seen, and provide opportunities to write and ask questions or responses so that creative dialogue occurs which shows an interactive teaching and learning process (Murhadi, 2016).

In this chapter, we will discuss the definition of interactive learning, the characteristics of interactive learning, learning media interactive, the steps of interactive learning, interactive teaching, the functions of interactive learning, and the outcomes of interactive learning.

1.2 The Definition of Interactive Learning

Risma **et al** (2022) stated that interactive learning is learning which refers to learners as the center point by exploring questions from learners. Meanwhile, according to Suparman (2018), the interactive learning model is a process that involves learners being more active in the learning process both physically and mentally. This is supported by Faire and Cosgrove (1997), who stated that this type of model is built so that learners have the desire to ask questions and find answers for themselves. Therefore, based on several opinions, it can be concluded that the interactive learning model is structured to build a learner-centered learning atmosphere by asking questions and exploring the answers themselves.

In this model, learners are allowed to be actively involved in learning by making questions according to the topic and then investigating these questions. The role of the educator here is only as a facilitator who helps learners if there are obstacles or difficulties, the educator will collect questions from learners and then record them on the blackboard. The questions that have been collected will be randomly selected by learners and then investigated the answers, this type of model makes learners more active in developing their knowledge and skills in classroom interaction (Buehl, 2017).

1.3 The Characteristics of Interactive Learning

Interactive learning has the characteristics stated by Ratini **et al** (2018). The characteristics are as follows:

2.3.1 The Variation

This model has variations in the form of classical, group, and individual activities. Of course, this will make learners not easily bored. In addition, it can develop learners' collaboration skills. There are several variations of interactive learning, including active learning, reinforcement learning, transfer learning, and online learning, online learning is a variation of interactive learning where the model continuously updates itself as new data arrives. Overall, the pattern of communication can have a significant impact on the effectiveness of communication and the quality of interpersonal relationships. Choosing the appropriate communication pattern for a given context is an important skill for effective communication.

Picture 1.1 Individual Learning

Picture 1.2 Group Learning

1.3.2 The Learning Control

The educator only acts as a facilitator, class manager, and resource person. Because the control of learning is entirely in the learners, gives freedom to learners in determining the topic learning process, and provides systematic control over the process of learning. Effective learning requires more than simply absorbing information; it also involves actively organizing and processing that information to promote retention and understanding. There are several key control strategies that can be used to improve learning metacognition, goal setting, self-testing, spaced practice, and feedback. Overall, the control of learning involves a combination of cognitive and metacognitive strategies that can help individuals become more effective and efficient learners.

1.3.3 The Communication Pattern

The pattern of communication that is applied is not only unidirectional, by looking at the variety of activities, it can be seen that there will be a lot of communication in learning. Of course, this will have a good effect. Indirectly, learners are trained to communicate, discuss with their peers and implement a multi-way communication pattern. There are several common patterns of communication that are used in different contexts and settings Nonverbal Communication, Formal Communication, Informal Communication, and Visual Communication. Overall, communication can have a significant impact on the effectiveness of communication and the quality of interpersonal relationships.

1.3.4 The Class Atmosphere

The class atmosphere becomes democratic and challenging. However, learning objectives are maintained, provide interactive processes and provide convenient feedback for the learners. Some factors that contribute to a positive class atmosphere include inclusivity, supportive relationships, engaging activities, and clear expectations. It is important for educators need to prioritize creating a positive atmosphere in their classroom, as it can have a significant impact on learner learning and success.

1.3.5 The Types of Learning Models

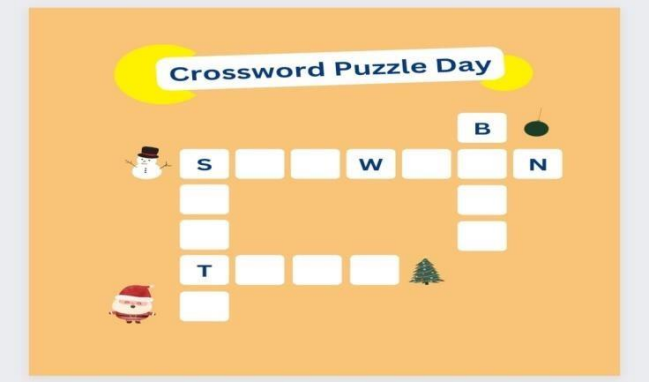
It can be used inside or outside the classroom. This type of model is flexible, meaning it can be applied anywhere. The classroom atmosphere is flexible, democratic, challenging, fixing with controlled by goals. Various types of learning models are used in education, including

behaviorism, cognitivism, constructivism, social learning theory, experiential learning, and humanism. Each learning model has its strengths and weaknesses, and different models may be more appropriate for different learners or learning situations.

1.4 Learning Media Interactive

Sahronih et al (2019) stated that there are lots of media that can be used in interactive learning such as videos, pictures, power points, games, quizzes, and more, the media can be used as a tool to trigger or stimulate learners' curiosity to come out, for example, an educator explains about social stratification. So, the educator can trigger learners by using videos related to social stratification. Surely, that way, there is an incentive for learners to ask questions. Learning media is divided into several specifications, including:

1. Judging from its nature, learning media is divided into 3 groups, namely:
   a. Auditive media is a medium of sound, for example, CD/DVD, MP3s, and radios.
   b. Visual media displays images that can be viewed without sound, such as pictures, posters, and all other printed materials.
   c. Audiovisual media is media that display picture and sound elements, such as animated videos.
2. Media in terms of its reach capabilities, learning media is divided into 2 groups, namely:
   a. The media has the ability to cover a wide range and regularly or systematically like radio and television.
   b. Media have limited ability to cover due to space and time limitations such as videos, films, and slides.
3. Judging from the method or procedures for its use, media learning is grouped into 2 parts, namely:
   a. Projection media is one of the media that requires a projection boost when showing a broadcast. Without projection push, the media will not work or not can be used.
   b. Non-projected media, such as photos, drawings, broadcasts, and others.



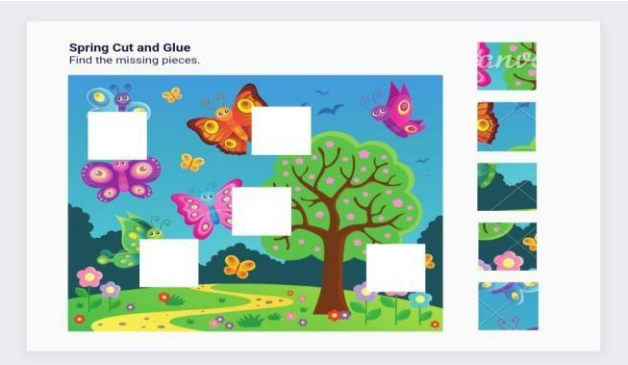
Picture 1.3 Crossword

Picture 1.4 Brochure

In terms of technological development by Seels and Glasgow (1990) media learning is grouped into traditional media categories, namely:

a. Projected silent visualization using the opaque project, overhead project, slides, and strip film.
b. Visualizations that are not projected, such as pictures, photos, and graphics.
c. Poster and Audio.
d. Display multimedia using a sound or slide multi-image.
e. Projected dynamic visualizations such as film, and television.
f. Print, like text, magazines, modules, and workbooks.
g. Games, such as quizzes and puzzles, simulations, and games on phone.
h. Reality is like a model, specimen, and manipulative.

Picture 1.5 Guess the word



Picture 1.6 Puzzle

Picture 1.7 Image

1.5 The Steps of Interactive Learning

According to Faire and Cosgrove in Taraban (2007), there are several stages in interactive learning which are as follows:

a. Preparation Phase

At this stage, the educator prepares the needs to be used in the learning process. Such as finding information related to topics, gathering sources, media, and learning support tools. Identify learning objectives: Determine what you want your learners to learn and how interactive learning can help achieve those objectives like choosing appropriate activities, creating a comfortable and safe learning environment, providing necessary resources, setting clear expectations, planning for assessment, and practicing the activities.

b. Initial Knowledge Stage

The next stage is the initial knowledge stage. At this stage, the educator checks the knowledge possessed by learners as a benchmark for learning activities. This check can be done by presenting a problem related to the topic. Then, learners are allowed to think about it. Such as determining the learning objectives, defining what you want your learners to learn and achieve,

assessing prior knowledge, analyzing the results, identifying knowledge gaps, planning interactive activities, using differentiated instruction, and monitoring progress.

c. Exploration Activity Stage

This stage is the stage to provoke learners' curiosity. The educator can trigger it with videos, pictures, or questions that are relevant to the topic. Then, the educator provokes learners to tell and give opinions about it. Such as introducing the activity, providing materials and instructions, facilitating learner learning, monitoring progress, promoting reflection, reinforcing key concepts, and providing closure.

d. Learners' Question Stage

After the demonstration activity, learners are allowed to ask questions. The question is then read and written by the educator on the blackboard. When finished, the educator invites learners to select which questions are appropriate or not. In this case, the educator is obliged to guide and direct learners in choosing questions. The stages introduce the concept of questioning, provide examples, generate questions, categorize questions, investigate answers, discuss findings, and reflect.

e. Final Knowledge Stage

At this stage, learners read out the discussion results obtained from investigating the questions. After that, learners were asked to compare what they had previously done at the beginning and after the investigation. These stages are reviewing the learning objectives, measuring learner learning, providing feedback, reinforcing key concepts, celebrating success, reflecting, and adjusting instruction.

f. Reflection Stage

This last stage is an activity to think about what has been learned today. Learners are allowed to digest, compare, and appreciate the learning that has been done. Then, learners are allowed to express the opinions they have obtained. In addition, learners are also allowed to ask if there are still those who do not understand or are lacking during the investigation process. Interactivity can take many forms, such as games, simulations, discussions, and hands-on activities.

These activities encourage learners to take an active role in their learning and to develop critical thinking skills. Overall, the interactive principle is important for learners because it promotes engagement, active participation, and a deeper understanding of the concepts being taught. By providing learners with interactive learning experiences, educators can create a more effective and engaging learning environment that supports learner success.

According to Mulyanta and Marlonh Leong (2009), the steps for interactive learning practices are:

a. Initial Activities

The initial stage that needs to be done as the facilitator is preparing the conditions of learners and the environment of learning so that all learners are ready and motivated so that when learning takes place all learners can follow the learning activities well so that achievement of satisfactory

and quality learning outcomes. The stages are icebreakers, setting expectations, diagnostic assessments, goal setting, interest surveys, and classroom tours.

b. Core Activities

The core activity section is a learning process for achieving basic competencies that are carried out interactively, inspiring, fun, and challenging, motivating learners to play an active role, as well as providing sufficient space for sharing initiative, creativity, and independence by talents and interests physical and psychological development of learners. It is the main instructional activity that is designed to facilitate learners' outcomes. These activities are typically centered around learners and are designed to promote critical thinking, problem-solving, and creativity through discussions, group work, hands-on activities, inquiry-based learning, and problem-based learning.

c. Final Activities

The end of the activity contains the reflections and conclusions of the material studied. Previously selected one or more people learners as group representatives to present the answer, while the other group was asked to give the response. These activities such as evaluation, reflection, and action. In addition, the final stage of learning can also involve activities such as the preparation of evaluation reports, evaluation meetings with colleagues, and delivery of evaluation results to learners to provide feedback on learners' progress and improvements that need to be made.

According to Berry (2019), in his book Learning and interactive learning with practical steps interactive learning is as follows:

1. Determine learning objectives. Determine clear objectives, which can be used to evaluate the effectiveness of the success of the learning process. Something the learning process is said to be successful when learners can achieve the goal optimally.
2. Educator preparation. In the learning process, educators are required to be able to motivate learners to have an interest in learning. The educator must be able to process learners and have the power of activity high in creating success in the process of learning so that educators can transform knowledge. Knowledge motivates learners in learning, and ultimately learners can always be active in involving themselves while participating in learning.
3. Class preparation. Learners and classes must be prepared to receive lessons by using strategies for certain learning.
4. The steps for presenting and utilizing the strategy. At this phase presentation of learning materials by utilizing strategies learning.
5. Steps of learner learning activities. in this phase, learners learn by utilizing teaching strategies.
6. The teaching evaluation step. At this step, learning activities are evaluated to what extent the learning objectives are achieved, which at the same time can be assessed to what extent the influence of the strategy as a tool to support the success of the learning process learner.

From some of the opinions above regarding practical steps of interactive learning, the educator plays an important role because the educator will play an active role in learning, to achieve the

goals of learning. By doing this, educators can help learners understand how to learn effectively and efficiently. Being flexible with your teaching methods is key when it comes to facilitating learning because it allows learners to explore and try new things.

1.6 Interactive Teaching

Interactive learning is learning that emphasizes the importance of interaction in it. These interactions such as increased learner involvement in learning enable learners to actively participate in the teaching-learning process, increase learners' motivation to learn, enable learners to learn from practical experience, and improve learners' ability to solve problems and think critically. The educators ensure that learners have adequate access to technology tools and other resources needed for interactive learning, interactive teaching can be an effective tool for enhancing learners and preparing them for future challenges.

1.6.1 The Definition of Teaching Materials

The Ministry of Education provides several definitions regarding the meaning of teaching materials, as follows:

1. Teaching material is an instrument in the form of data, facts, or information and textbooks needed by an educator to plan and conduct research and education.
2. Teaching materials are various kinds of textbooks used by educators in educational activities.
3. Teaching materials can be in the form of written or non-written materials.
4. Combining teaching materials from several designed subject matter regularly and systematically in the form of written and non-written material aims to make learner learning conditions more effective.

National Center for Competency-Based Training 2007 in Prastowo said that teaching materials are all forms of material that can help educators when carrying out teaching in class. Teaching materials are a collection of modules arranged systematically either in written or unwritten form to produce the environment for learners in learning. Then, teaching materials are the entire content of the curriculum and must be mastered by learners based on their basic abilities to meet the standards ability of each subject in a particular educational unit. Learning materials or resources are the materials that instructors may use to carry out instruction and facilitate the achievement of a learner's educational goals, these resources can be used by educators as well as learners to gain more knowledge on a particular topic.

1.6.2 The Kinds of Teaching Material

Based on the form of teaching material, according to Majid & Hasim (2019), material in terms of form is grouped into four groups, namely:

1. Printed teaching materials such as handouts, books, modules, brochures, and photos/drawings.
2. Audio-based teaching materials, for example, cassettes, radio, and audio CDs.
3. Audiovisual materials, for example, video CDs, films, people/source persons
4. Interactive teaching materials, such as interactive CD

1.6.3 Interactive Principles

Brown & Lee (2015) stated that interactive principles are also applicable to teaching and can be used to create engaging and effective teaching experiences. Here are some interactive principles that are commonly used in teaching:

1. Active Learning: Encourage learners to be actively involved in the learning process, by providing opportunities for discussion, debate, problem-solving, and hands-on activities.
2. Feedback: Provide learners with timely and constructive feedback on their work, to help them improve their understanding of the material and identify areas for improvement.
3. Collaboration: Encourage learners to work together and collaborate on assignments and projects, to promote social learning and peer feedback.
4. Differentiation: Educators teach strategies and activities to the needs and abilities of individual learners, by using differentiated instruction and personalized learning approaches.
5. Interactivity: Use a variety of interactive elements, such as multimedia resources, quizzes, games, and simulations, to engage learners and enhance their learning experience.
6. Reflection: Encourage learners to reflect on their learning experiences and apply their knowledge and skills in real-world contexts, by providing opportunities for self-assessment, goal setting, and reflection.
7. Inclusivity: Create a learning environment that is inclusive and welcoming to all learners, by promoting diversity, equity, and inclusion and ensuring that all learners have equal access to learning resources and opportunities.

By incorporating these interactive principles into teaching, educators can create a more engaging and effective learning experience that promotes learner success and achievement.

1.6.4 Based on How Teaching Materials Work

Teaching materials based on regards materials educators are grouped into 5 groups, and materials in terms of form is grouped into four groups according to Brophy (1982), namely:

1. Teaching materials that are not projected in this textbook is a learning material without needing a projector device to project contents. Allows learners to learn the material independently directly through reading, watching, and observing. Like photos, diagrams, views, models, zoom, video conferencing, etc.
2. Projected teaching materials, the projected textbook is a learning materials DVD and others, this project requires a projector to use and study, the examples include slideshows, movies, and computer projection. The projected teaching materials are materials learning that require a projector so they can be used and studied. Such as slides, movies, computer projections, etc.
3. Audio teaching materials Audio-based learning materials are materials learning in the form of a recorded audio signal using recording media. To use teaching-based materials audio we need a media player, such as a tape recorder, CDs, DVDs, and multimedia players. Such as cassettes, CDs, flash drives, and so on.

4. Video teaching materials, this learning material requires another median support, usually in the form of a video cassette player, DVD, or others, etc. The learning materials in the form of videos are few much like an audio textbook, tools are needed recorder. However, the difference in textbooks lies in the picture. Therefore, when teaching materials are used display sounds and images, such as videos or movies.
5. Computer-Based Teaching Materials Computer-based learning materials are all kinds of non-print textbooks that require computer assistance to display the material that needs to be studied. For example, computer-mediated instruction, and multimedia or computer-based hypermedia.

1.6.5 The Principles of Media Use

In creating better learning conditions is necessary to take an approach that uses the media in learning. Of course, so that there are no deviations from learning objectives must adhere to the rules of utilization of teaching media. The following are the principles explained by Kusumawati & Sanjaya (2020) as a more detailed description of the principles of using instructional media is as follows:

1. Educators in using the media must be precise and appropriate in achieving learning targets. Media is not used as means of entertainment, or not only can facilitate the educator in conveying the material but can be very supportive of learners in learning according to the desired learning objectives achieved.
2. The media used must be the material learning, each learning material is unique, and the complexity of each. The media used must be by the complexity of the learning material, for example, to show the development of the Indonesian learner population, educators need to make graphics that reflect this development.
3. Educators must choose the appropriate learning median taking into account the interests, needs, and circumstances of learners. Every learner has a different learning style, and educators must focus on each of these different capacities and styles.
4. The media used must focus on effectiveness and efficiency, media that requires expensive hardware may not be used to achieve certain goals. Likewise, very simple media can be more valuable. Every media design by the educator is necessary to pay attention to the effectiveness of its users, namely learners.

The media used must be according to the ability of educator operations, the educator must first learn how media work. This needs to be underlined because educators often make mistakes in principle when using learning media that will eventually confuse learners, or even complicate them.

1.6.6 The Elements of Teaching Material

Several elements of teaching materials will be fulfilled in making teaching materials, according to Prastowo (2019) as follows:

1. Study guide. This element is intended for educators and learners, inside it explains how the educator should deliver material to learners and the rules learners should understand the material in textbooks.
2. Competence to be achieved, as educators want to write down and explain competence core, basic competencies and indicators of achievement evaluation results learning in teaching materials that learners want to master.
3. Supporting information. Include various facts or other news that fits the theme of learning to be able to complete textbooks so that learners are few it's easier to master the knowledge you already have taught and what has been learned, and learner knowledge will more comprehensive.
4. Exercises. This element is in the form of distribution intended for participants learners and aims to train learners' mastery of knowledge on learning materials.
5. Portfolio or worksheet, Portfolio is a piece of paper or sheet containing many procedural steps regarding how to carry out certain activities or activities that are related to the practice that must be done by learners.
6. Evaluation Assessment is part of the evaluation. In this assessment element, many questions will be asked to learners to measure their ability and measure the success of mastery of material after following the learning process.

1.6.7 The Purposes and Benefits of Making Instructional Material

Some of the purposes and benefits of using learning materials in learning, according to Maleki (2010) as follows:

1. For curriculum, present teaching materials that are aligned with the curriculum and with think about the needs of learner participants so that the teaching materials fit the characteristics of learners and the area or social area. Pay attention to the needs of learners by presenting appropriate teaching materials that fit the curriculum. Support learners to get alternative textbooks, because sometimes hard-to-get textbooks are related to the curriculum.
2. For educators, one of the advantages possessed by teaching materials is learning references obtained are no longer dependent on books and print, but are based on curriculum requirements and needs of learner learning. In addition, various references are used for developing teaching materials to broaden the horizons of knowledge and expand the insights of educators in teaching materials write. The educator makes improvements by developing teaching materials that will increase the number of references to learning resources.
3. For learners, the advantage is a finished educational activity more interesting, the opportunity to learn independently and reduces dependence on the presence of educators, and facilitates the pursuit of each skill that must be understood.

1.7 The Functions of Interactive Learning

As has been explained in the sense that interactive learning aims to create active learning by inviting learners to be involved in the learning process, learners will play a full role in learning by asking questions and exploring questions. So that way, the class becomes more lively and communication occurs from many directions. According to Reeves (1999), interactive learning via

media functions includes semantic functions, manipulative, fixative, distributive, sociocultural, and psychological.

1. A semantic function is related to the meaning of a word or term. Terms and symbols often appear in a variety of topics, especially chemistry, physics, and mathematics. Symbols, terminology, object characteristics, relationships between ideas, techniques, and so on that are spoken verbally can cause learners to capture that understanding inaccurate about terminology. Therefore, it is required media in solving difficult communication problems. Learning media has a semantic function, meaning media learning can express certain ideas and convey clear information so that knowledge and the learning experience become clearer and less difficult to understand.
2. Manipulative Function, the media has the task of manipulation, that is, it can manipulate objects and events by the conditions, events, objectives, and purposes. Manipulation is also interpreted with various inner ideas describing objects that are difficult to reach or cannot yet be seen directly.
3. Fixative function is the role of the media in capturing, putting, and showing back objects or events which has long existed. With learning, media learners can recognize events that are not taking place at the moment learning takes place.
4. Distributive function, the media's distributive function is tied to media skills deals with the boundaries of space and time, and deals with human sensory limitations.
5. Sociocultural function, educational media has a sociocultural function, namely to accommodate the sociocultural differences that exist between learner participants. Here the media can also play a role inculcate the values of tolerance and harmony sociocultural.
6. Psychological function, from a psychological perspective, learning media has functions namely:
    a. The function of attention, the role of learning media in attracting learner interest.
    b. Affective function, the role of learning media to stimulate, emotion, openness, and resistance to learner learning.
    c. Cognitive function, the role of learning media can present new knowledge and insights.
    d. Compensatory function, learning media helps learners in understanding the text as well as being able to organize information to make it easier to recall.
    e. Psychomotor function, the role of the media in supporting learners.
    f. Acquire skills or motor skills, such as laboratory availability.

1.8 The Advantages of learning media

According to Arsyad (2011) in his book entitled Media Learning the benefits of strategies interactive learning, among others:

The advantages of learning media for educators' and learners are as follows:

1. The use of learning media for educators
    a. The use of learning media for educators to support and motivate and attract learners' attention to learn.

b. There are systematic procedures in the directions and sequences of teaching.
c. Support the accuracy and thoroughness of the presentation of the topic.
d. Support more specific material, especially topics that are abstract, such as mathematics, physics, and others.
e. Many models and media are used for learning not boring.
f. Create fun and stress-free learning conditions.
g. Helps improve the use of time by presenting core information systematically and easily communicated.

2. The use of learning media for learners
   a. Grow curiosity to learn.
   b. Attract More Learners' Attention
   c. Encourage learners to study together in class or study independently.
   d. Learners can do more learning activities.
   e. Facilitate learners in learning and mastering the topic which is introduced in a structured manner by using media.
   f. Presenting a fun learning atmosphere is not boring so that learners are more focused on learning.
   g. Through the various media displayed, learners, are made aware.
   h. will determine the selection of the best learning media for learning.
   i. Learning materials will be clearer so you can learn more understood by learners.
   j. Teaching strategies will be more varied and not boring.

1.9 The outcomes of Interactive Learning

Hussey & Smith (2002) stated that learning outcomes are descriptions of the specific knowledge, skills, or expertise that the learner will get from a learning activity, such as a training session, seminar, course, or program. Learning outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity. Learning outcomes also play a key role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity. A well-written learning outcome will focus on how the learner will be able to apply their new knowledge in a real-world context, rather than on a learner being able to recite information.

1.9.1 The Definition of Learning Outcomes

Each teaching and learning activity has a goal, namely, the result of learning, if the learning method used is appropriate and the motivation given is also appropriate then the results of the evaluation will be learning will also be good. Study results in the abilities and skills that learners acquire from the results that follow the learning experience. Learning outcomes "result" refers to something held (made/produced) through hard work, and "learn" has many meanings, including after going through a process of change in humans. In activities learning, the educator's task is not only to convey the material learning to learners, educators are required to complete the teaching theme by evaluating the learning outcomes teach.

Slameto (2015) says learning outcomes are obtained through the hard work of learners in participating in teaching and learning activities are measured through tests to see the progress and development of learners. The conclusion is that learning outcomes are results obtained by learners of their efforts to add information, knowledge, and experience. Through the learning outcomes obtained, learners can measure their capabilities and determine what should be in the future, so learners can get results and learn the best.

1.9.2 The Factors of Learning Outcomes

Lim & Morris (2009) stated that learning outcomes are influenced by several factors as follows:

1. The indicator of motivation is seen from how much effort is made by children in achieving learning outcomes.
2. Children's early intelligence and professional knowledge of the material that they learns means that the educator needs to set goals for learning based on children's intellectual abilities and achievement of learning objectives, need to use materials perceptual, that is, what the child already understands is used. as a springboard for mastering new knowledge.
3. The existence of opportunities given to learners means the educator needs to design and manage to learn so that children can freely explore the environment.

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Bab 2

ROLES OF THE INTERACTIVE TEACHERS

By Wirda Ningsih

Teachers that are interactive play an important role in encouraging active learning in the classroom. Traditional teaching techniques are becoming less successful as technology advances, and students want more participatory and interesting learning approaches. An interactive teacher engages and interacts with students in ways that promote active learning and involvement. Interactive teachers are focused on establishing an engaging and immersive learning environment that aids learning and encourages students to explore, discover, and experiment with new ideas and concepts (Xhemajli, 2016). A teacher who actively engages students in the learning process by employing a range of instructional strategies and resources. They provide an interactive learning atmosphere in which students are encouraged to engage, ask questions, and work with their classmates.

To make learning more interactive and engaging, interactive teachers employ a variety of teaching strategies and techniques such as questioning, problem-solving, group work, simulations, games, and technology. They encourage students to ask questions, share ideas, and work together to solve issues and finish projects. Students are also given feedback on their progress and performance by interactive teachers, which helps them understand their strengths and shortcomings and enhance their learning results. They are dedicated to providing a secure and supportive learning atmosphere in which students may take risks, make errors, and learn from their failures (Yinger, 1986).

Overall, interactive teachers strive to provide a learning environment that is challenging, interesting, and supportive, and that encourages students to develop critical thinking, creativity, teamwork, and communication skills. This chapter will look at the role of interactive teachers in encouraging active learning, and some interactive teaching best practices.

2.1 The Role of Interactive Teacher

Teachers that are interactive play an important role in encouraging active learning in the classroom. Traditional teaching techniques are becoming less successful as technology advances, and students want more participatory and interesting learning approaches.

2.1.1 Facilitator

Interactive teachers encourage learning by establishing a learning-friendly environment. Students are encouraged to ask questions, participate in conversations, and investigate new ideas and concepts. The interactive instructor, as a facilitator, is critical in establishing a dynamic and

engaging learning environment that encourages active learning. The facilitator task includes leading and guiding the learning process, encouraging cooperation and discussion, and providing chances for students to explore and apply their knowledge (Kleven, 2006).

As a facilitator, an interactive teacher has the following main responsibilities:

- Setting learning objectives: Interactive teachers set explicit learning objectives that drive the learning process. They explain these objectives to pupils and assist them in understanding the purpose and significance of what they are studying.
- Creating a welcoming learning environment: Interactive instructors foster a welcoming learning environment that celebrates diversity and promotes equity. They provide a welcoming and courteous atmosphere in which all students feel appreciated and supported.
- Managing and directing learning: Interactive instructors manage and drive the learning process, keeping students focused and interested. They give clear explanations, assistance and feedback, and ask probing questions to stimulate critical thinking.
- Using a range of teaching approaches: To involve students in the learning process, interactive teachers employ a number of teaching strategies. They provide a compelling and immersive learning experience by using multimedia presentations, interactive tools, and hands-on exercises.
- Student learning is assessed by interactive teachers to verify that students are fulfilling the learning objectives. They employ a range of assessment techniques, including as quizzes, examinations, projects, and presentations.

Overall, the role of the interactive teacher as a facilitator is critical in creating a learning environment that encourages active learning. Interactive teachers can help students achieve their full potential and succeed academically and professionally by setting clear learning goals, creating an inclusive learning environment, encouraging participation and collaboration, guiding and directing learning, using a variety of teaching methods, and assessing student learning.

2.1.2. Feedback Provider

Students benefit from immediate and constructive feedback from engaging teachers, which helps them discover their strengths and shortcomings and improve their learning results. The interactive instructor, as a feedback source, is critical in assisting students in improving their learning results (Bing-you et al., 2016). The feedback giver function includes providing students with timely, constructive, and individualized feedback that assists them in understanding their strengths and shortcomings and improving their performance. As a feedback giver, an interactive teacher has the following main responsibilities:

- Giving students quick feedback: Interactive teachers provide students feedback as soon as an evaluation or task is done. Students may then utilize the comments to make quick adjustments to their work.
- Constructive feedback: Interactive teachers give detailed and practical constructive criticism. They highlight areas of strength and weakness and make recommendations for improvement that are pertinent to the student's work.
- Personalizing input: Interactive teachers tailor feedback to each student's specific requirements. When providing feedback, they take into account each student's learning style, strengths, and weaknesses to ensure that it is tailored to their specific needs. In order to stimulate self-reflection, interactive teachers invite students to reflect on their work and

suggest areas for improvement. They assist pupils acquire self-assessment abilities that will allow them to improve their work on their own.
- Using a range of feedback techniques: Interactive teachers employ a number of feedback modalities, such as written, vocal, and visual feedback. They give feedback in a variety of ways to fit a variety of learning styles and preferences.
- Fostering a growth mindset: Interactive instructors encourage students to see feedback as an opportunity for development and improvement. They assist pupils in developing a positive attitude toward feedback and viewing it as a beneficial learning tool.

Overall, the function of the interactive instructor as a feedback source is critical in assisting students in improving their learning results. Interactive instructors may help students attain their full potential and achieve their academic and professional objectives by offering timely, constructive, and customized feedback, promoting self-reflection, employing numerous feedback channels, and cultivating a growth mindset.

2.1.3. Motivator

Students are motivated by interactive teachers who arouse their curiosity and excitement for the subject matter. They encourage students to think critically, creatively, and autonomously. The interactive instructor, as a motivator, is critical in motivating and encouraging pupils to attain their academic goals. Creating a good and encouraging learning environment, offering feedback and praise, and assisting students in overcoming difficulties and staying focused on their goals are all part of the motivator position (White, 2011). The following are some of the primary roles of an interactive instructor as a motivator:

- Creating a good and supportive learning environment: Interactive instructors generate a positive and supportive learning environment in which students are motivated to learn. They promote healthy learning attitudes and foster a culture of respect and kindness in the classroom.
- Giving students feedback and recognition: Interactive teachers provide students feedback and acknowledgment to support their efforts and success. They recognize students' accomplishments and give constructive criticism to assist them in improving their learning results.
- Setting and achieving academic objectives: Interactive teachers assist students in setting and achieving academic goals. They offer direction and assistance in creating realistic and attainable objectives and assist students in staying on track to achieve them.
- Encourage active involvement: Active engagement in the learning process is encouraged by interactive teachers. They provide opportunity for students to share their thoughts, ask questions, and interact with the topic.
- Creating possibilities for success: Interactive instructors provide opportunities for success by developing tough yet feasible learning activities. They encourage students to take risks and attempt new things while still offering support and assistance when necessary. Student success is celebrated by interactive teachers by recognizing and applauding their accomplishments.

2.1.4. Coach

Interactive instructors serve as coaches, assisting students in developing the skills and competencies required for academic and professional success. The interactive instructor, as a coach, is critical in assisting students in developing their abilities and achieving their academic

and professional goals. The coaching position include guiding, supporting, and encouraging students in order to help them develop their abilities, overcome difficulties, and attain their full potential. The following are some of the primary roles of an interactive instructor as a coach:

- Setting objectives: Interactive instructors work with students to create goals that are both realistic and attainable. They assist students in identifying their strengths and limitations and developing a plan of action to attain their objectives.
- Giving students counsel and support: Interactive teachers give students guidance and assistance to help them overcome barriers and accomplish their goals. They provide comments, advise, and encouragement to students in order to keep them focused and motivated.
- Self-confidence development: Interactive instructors assist students in developing self-confidence by recognizing and praising their qualities and successes. They encourage kids to take chances and attempt new things, as well as to seek help and encouragement when they meet difficulties. Self-reflection is encouraged by interactive professors, who assist students in analyzing their work and identifying areas for development. They assist pupils acquire critical thinking abilities that will allow them to enhance their work on their own.
- Giving students opportunity to practice: Interactive teachers provide students opportunities to practice and apply their abilities. They provide exercises and assignments that allow students to apply what they've learned in the classroom to real-world settings.
- Monitoring progress: Interactive instructors keep track on their students' progress to ensure that they are on track to meet their objectives. They utilize formative evaluations and other methods to track student development and make necessary adjustments to their teaching practices.

Overall, the role of the interactive teacher as a coach is critical in assisting students in developing their skills and achieving their academic and professional goals. Interactive instructors may help students attain their full potential and achieve success in their academic and professional interests by creating objectives, offering advice and support, increasing self-confidence, fostering self-reflection, providing chances for practice, and assessing progress.

2.1.5 Collaborator

Interactive instructors work with students to provide a difficult yet supportive learning environment. Students are encouraged to collaborate, exchange ideas, and learn from one another. The interactive teacher, as a collaborator, is critical in fostering a collaborative learning environment in which students may work together to achieve common goals. Working with students, other instructors, and other stakeholders to create a pleasant and inclusive learning environment that encourages cooperation and teamwork is part of the collaborative role (Yinger, 1986). As a collaborator, an interactive instructor has the following main responsibilities:

- Creating a collaborative learning environment: Interactive instructors foster cooperation and teamwork in the classroom. They provide chances for students to collaborate through group projects and peer learning activities.
- Inspire student collaboration: By giving direction, support, and feedback, interactive instructors inspire students to work with one another. They educate kids how to work well in groups, communicate effectively, and settle issues.
- Cooperation with other teachers: Interactive instructors work with other teachers to develop an integrated curriculum that encourages cooperation and teamwork. They

collaborate to create interdisciplinary projects and learning experiences that encourage cross-disciplinary collaboration.

- Cooperation with parents and other stakeholders: Interactive instructors engage with parents and other stakeholders to create a welcoming learning environment that encourages cooperation and teamwork. They connect with parents on a frequent basis and include them in the learning process.
- Cooperation modeling: Interactive instructors demonstrate cooperation through collaborating with other teachers, stakeholders, and students to achieve common goals. Students may learn from their strong communication skills, collaboration, and problem-solving tactics.

Overall, the collaborative role of the interactive teacher is critical in promoting a positive and inclusive learning environment that encourages collaboration and teamwork. Interactive instructors may help students acquire key skills for academic achievement by developing a collaborative learning environment, fostering student cooperation, cooperating with other teachers, parents, and stakeholders, and modeling collaboration.

2.2 Best Practices for Interactive Teaching

Interactive teaching is a student-centered method that encourages involvement, engagement, and cooperation. Here are some best practices to follow when implementing interactive teaching. Effective ideas and approaches that interactive teachers may employ to engage and support students in the learning process are referred to as best practices for interactive teaching (White, 2011). These approaches have been demonstrated in studies to boost student learning outcomes and engagement. Some best practice for interactive teaching are:

2.2.1. Use a variety of teaching methods and tools

The utilization of a range of teaching methods and resources to create an engaging and immersive learning experience is referred to as interactive teaching. Incorporating multimedia presentations, virtual simulations, educational games, and online discussion forums into the learning process may make it more dynamic and engaging. It is critical to employ a variety of teaching methods and materials to promote active learning. Multimedia presentations, virtual simulations, instructional games, and online discussion forums are all examples of this. Because different students learn in different ways, using a variety of teaching methods can assist in catering to diverse learning styles. Using a range of teaching techniques and materials is an important best practice for interactive teaching because it helps teachers to respond to their students' different needs and learning styles (Asad et al., 2020). Here are some ideas on how to use a range of teaching approaches and tools:

- Use a range of teaching techniques: To appeal to diverse learning styles and help students interact with the content, use a variety of instructional methods such as lectures, discussions, group work, and hands-on activities.
- Use technological tools to enhance training and create interactive learning experiences, such as interactive whiteboards, online simulations, and educational applications.
- Use visual tools to help pupils grasp and understand complicated subjects, such as diagrams, charts, and infographics.

- Use multimedia, such as movies and audio recordings, to give students with many modalities of content delivery and to increase engagement.
- Encourage student-centered learning by making chances for student-led discussions, project-based learning, and self-directed learning available.
- Use formative evaluations, such as quizzes and exit tickets, to measure student knowledge and alter instruction to match their needs.
- Personalize learning by delivering individualized training based on each student's particular needs and interests.

Interactive instructors may create a dynamic and engaging learning environment that supports student achievement by utilizing a range of teaching approaches and technologies. Interactive instructors can ensure that every student has learned by responding to their students' different needs and learning styles.

2.2.2. Provide timely and constructive feedback to students

Giving students comments on their progress and performance is part of interactive teaching. Constructive, detailed, and timely feedback should assist students in identifying their strengths and shortcomings and improving their learning results. Students benefit from immediate and constructive feedback from interactive teachers, which helps them discover their strengths and shortcomings and improve their learning results. Written remarks, verbal feedback, and peer assessments are all examples of feedback. Giving timely and constructive feedback is an important best practice for interactive teaching since it allows teachers to evaluate student progress and assist students in improving their learning outcomes (Jang et al., 2004). Here are some strategies for providing students with timely and constructive feedback:

- Formative assessments, including as quizzes, exit tickets, and classroom observations, can be used to evaluate student knowledge and offer timely feedback.
- Provide precise feedback that focuses on the student's performance and includes tangible strategies for development.
- Use a variety of feedback methods: To provide students with multiple opportunities to receive feedback, use a variety of feedback methods such as verbal feedback, written feedback, and peer feedback.
- Encourage self-assessment: Encourage pupils to evaluate their own performance and reflect on their own learning.
- Use technological tools, like as learning management systems, to offer students with quick and continuing feedback.
- Provide a mixture of positive and negative comments: Give pupils a mix of positive and negative feedback to help them realize their strengths and places for growth.

Interactive teachers may help students recognize their skills and shortcomings, create objectives for progress, and take responsibility of their learning by offering timely and constructive feedback. This method can result in greater motivation and engagement, as well as better learning results for pupils.

2.2.3. Create a friendly and inclusive classroom environment

Interactive teaching necessitates the creation of a supportive, inclusive, and diverse classroom environment. Teachers should promote equality by giving all students equal opportunity to engage and achieve. Interactive instructors create a supportive and inclusive classroom climate

that embraces diversity and promotes equity. They value and respect each student's unique history and experiences, and they foster a culture of respect and kindness in the classroom. Creating a welcoming and inclusive classroom atmosphere is an important best practice for interactive teaching because it may assist students and instructors form good connections, improve learning outcomes, and foster a feeling of belonging (Bing-you et al., 2016). In interactive teaching, here are some strategies for creating a friendly and inclusive classroom environment:

- Learn about your students' names, hobbies, and histories so that you may get to know them as individuals. This allows you to adjust your instruction to their specific requirements and offer a more personalized learning experience.
- Use positive words to encourage a development mindset and to stress work and progress over accomplishment.
- Encourage respectful communication among students and between students and instructors by modeling proper communication practices and establishing clear expectations.
- Accept diversity by including resources and opinions from many cultures, ethnicities, and backgrounds into your teaching.
- Allow for student voice and choice: Allow for student voice and choice by allowing students to participate in decision-making and providing options for assignments and projects.
- Make a safe haven: Create a safe environment in which all students can express their opinions and ideas without fear of being judged or ridiculed.
- Address prejudice and discrimination concerns: Address bias and discrimination issues through challenging stereotypes and developing empathy and understanding.

Interactive instructors may foster strong relationships with their students, improve learning results, and foster a sense of belonging by providing a welcoming and inclusive classroom atmosphere. This can result in greater involvement, motivation, and academic performance.

2.2.4. Use technology and interactive tools

The employment of technology and interactive tools is directly tied to interactive teaching. Teachers should utilize technology to create an interesting and immersive learning environment for their students. Educational applications, online quizzes, interactive whiteboards, and other tools can help students learn more effectively. Technology and interactive tools are used by interactive teachers to offer an interesting and immersive learning experience. This includes the use of internet platforms, instructional applications, and other digital technologies that encourage active learning (Kennewell et al., 2008).

Using technology and interactive tools to promote student engagement, create a personalized learning experience, and enable teachers diversify instruction is a critical best practice for interactive teaching. Here are some methods for incorporating technology and interactive tools into interactive teaching:

- Make use of a number of digital tools: Incorporate learning management systems, online collaboration tools, interactive whiteboards, videos, simulations, and gamification.
- create individualized learning: Use technological tools, such as adaptive learning software and artificial intelligence-based solutions, to create a tailored learning experience.
- Use collaborative technologies, such as online discussion boards, chat tools, and social media platforms, to stimulate communication and cooperation among students.

- Make use of interactive whiteboards to create an interesting and dynamic teaching atmosphere. Teachers can use interactive whiteboards to show multimedia materials, highlight significant information, and annotate texts.
- inspire creativity: Use technological resources such as digital storytelling tools, video editing software, and online publication platforms to inspire students to be creative and imaginative.
- Use gamification approaches, such as instructional games and simulations, to make learning more participatory and fun.
- Make digital resources available to students: Make digital resources available to students, such as online textbooks, e-books, and open educational resources (OER).

Interactive instructors may create a dynamic and engaging learning environment by using technology and interactive tools into the teaching and learning process. Technology can help to boost student engagement and offer a learning environment.

2.2.5 Encourage student participation and collaboration

Students should be encouraged to take part in the learning process and work collaboratively with their peers. Participation and cooperation may be encouraged through group discussions, problem-solving exercises, and hands-on activities. Through group discussions, problem-solving exercises, and hands-on activities, interactive instructors encourage student participation and collaboration. They foster a welcoming and inclusive environment in which students may freely express their thoughts and beliefs (Bing-you et al., 2016).

Encouragement of student engagement and collaboration is an important best practice for interactive teaching because it may establish a good classroom culture, improve learning outcomes, and encourage 21st-century skills like communication, cooperation, and critical thinking. Here are some ideas for increasing student participation and collaboration in interactive teaching:

- Use collaborative learning tactics to foster student engagement and cooperation, such as group discussions, peer tutoring, and cooperative learning projects.
- Provide chances for active learning, such as hands-on activities, simulations, and problem-based learning projects in which students may collaborate to solve real-world challenges.
- Encourage student-led discussions and debates: Encourage student-led discussions and debates in which students may express their perspectives and ideas on a certain topic.
- To foster cooperation and constructive feedback, provide chances for students to provide feedback to their classmates, such as peer review sessions.
- Make a safe and welcoming learning environment: Make a safe and welcoming learning environment in which all students feel comfortable expressing their opinions and ideas.
- Use technology tools: To assist group tasks and debates, use technology tools such as online discussion boards and collaboration platforms.
- Provide clear expectations and guidelines: For group projects and conversations, such as distinct roles and duties for each team member, provide clear expectations and rules.

Interactive instructors may foster a good classroom atmosphere, promote 21st-century skills, and improve learning results by promoting student engagement and cooperation. Students can benefit from one other's experiences, points of view, and ideas, resulting in a better comprehension of the subject matter and increased critical thinking abilities.

2.2.6 Encourage active learning

Promoting active learning demands engaging students in the learning process via critical thinking, problem-solving, and hands-on activities. Teachers should encourage pupils to investigate new ideas and concepts, to pose questions, and to come up with their own answers. Active learning is an important best practice for interactive teaching since it improves student involvement, critical thinking abilities, and learning outcomes(White, 2011). Here are some ideas for promoting active learning in interactive teaching:

- Use real-world examples to explain how the concepts and theories presented in class apply to real-world circumstances.
- Inquiry-based learning: Inquiry-based learning encourages students to ask questions, research challenges, and identify answers.
- Use problem-based learning to provide students with real-world situations that demand critical thinking and problem-solving abilities to solve.
- Use active learning tactics to engage students and stimulate critical thinking, such as group discussions, case studies, and role-playing games.
- Allow for reflection: Allow students to reflect on their learning through self-assessment activities, peer review sessions, and reflective journaling.
- Use technological tools to engage students and encourage active learning, such as simulations, games, and interactive multimedia materials.
- Hands-on activities: To provide students a practical comprehension of the subject matter, provide hands-on activities such as experiments, field excursions, and demonstrations.

Interactive instructors may boost student engagement, critical thinking abilities, and learning outcomes by fostering active learning. Active learning practices may also assist students in developing 21st-century abilities such as problem-solving, cooperation, and communication, all of which are important in today's world. Real-world scenarios are included into interactive educators' lectures, allowing students to apply what they've learned in the classroom to real-world challenges. This emphasizes the subject's importance and relevance while also preparing students for future academic and professional difficulties (Yakovleva & Yakovlev, 2014) .

Active learning may be promoted and a dynamic learning environment can be created through interactive teaching. Teachers can help students develop critical thinking skills, creativity, collaboration, and communication skills by using a variety of teaching methods and tools, encouraging student participation and collaboration, providing timely and constructive feedback, creating a supportive and inclusive classroom environment, using technology and interactive tools, and promoting active learning (Kennewell et al., 2008). Incorporating these interactive teaching best practices can aid in the creation of a dynamic and engaging learning environment that promotes active learning and student success.

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BAB 3

FOREIGN LANGUAGE INTERACTION ANALYSIS

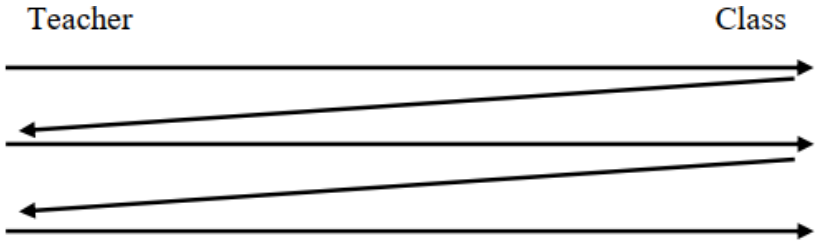
By Sam Hermansyah

3.1 Introduction

We'll first look at each term before delving deeper into what classroom interaction is. According to Tsui (1995, p. 1), a classroom is a location where more than two people assemble with the goal of learning, one of whom serves as an instructor. Additionally, Thomas (1987, p. 7) writes in his work that interaction entails acting upon one another and reciprocally.

Finally, Tsui (2001, p. 120) notes that the phrase "classroom interaction" applies to interactions within the classroom as well as between students. According to Kalantari (2009), "classroom interaction" is the interaction between the instructor and students during class using verbal and nonverbal communication patterns as well as different social relationships. Dagarin (2004, p. 128) says that classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. Accordingly, all encounters that happen during the teaching and learning process are considered classroom interactions. Figure 4.1 depicts the exchanges that take place in a classroom. The illustration demonstrates that interaction involves more than just a teacher acting, then the pupils responding. Interaction involves reciprocal activity and mutual influence. Therefore, we can infer from the definitions that a classroom interaction is interaction between the teacher and students as well as among students.

Figure 4.1 Classroom Interaction (Thomas, 1987)



3.2 The Importance of Classroom Interaction

Interaction plays a significant role in the teaching-learning process, as was previously mentioned in Chapter I. Interaction is important in the language classroom because it can help students learn more languages (Rivers, 1987, p. 4), improve their social skills (Naimat, 2011, p. 1), develop their speaking abilities, and boost their confidence. (Thapa and Lin, 2013, p. 2). The instruction and learning process is impacted by interaction as well. Additionally, Allwright (2014, p. 159) discusses the importance of classroom interaction because it is the sine qua non of classroom pedagogy. We cannot claim that a lesson was taught in a classroom where there was no contact between the participants. Without interaction between the teacher and the students, instruction and learning could not take place.

3.3 Types of Classroom Interaction

According to Dagarin (2004, p. 129), classroom encounters can be divided into the following five categories:

1) Instructor to the full class

When a teacher is in charge of the whole class, the pupils are urged to stand up, and the teacher manages the conversation in the classroom. This kind of classroom interaction frequently begins with the instructor asking questions, to which the students then reply in the majority of EFL classes. By posing a few oral questions, the teacher can urge the class as a whole to speak up during interactions. Interaction between the instructor and the entire class is intended to encourage students to speak up. Therefore, the teacher must use a strategy to encourage the students to talk. According to Rivera (2010, pp. 47–61), there are three types of teacher–whole class interactions, including justifications, compliments, information, and teaching. It suggests that for the students to speak, the teacher's interaction with the entire class is essential.

2) A professor and a group of students

The instructor assigns the task that must be discussed in the group. The pupils in the group appear to be debating what their teacher wants to do for them, as evidenced by this. Furthermore, when a teacher engages with a class of students, they are helping those who have not yet fully understood the content and keeping an eye on the conversation to prevent an unruly classroom.

3) Student-student

Pair labor is yet another name for this pattern. The pupils are assigned a task or assignment to finish in pairs. This interaction helps the student communicate about the materials they are provided. Collaboratively completing it will improve their understanding. According to Rivera (2010, pp. 47–61), the majority of student-student interaction in the framework of the EFL is a dialogue that the students intended to practice in the classroom. This shows that the most crucial collaborative skill that students learn in the student book is having a discussion to practice it in class. Students who are still having difficulty can also ask other students to clarify or explain the resources for the trait to them. As a result of their interaction, it is implied that students will feel comfortable asking any concerns they may have if they don't understand. In this approach, the instructor takes on the role of a consultant or advisor who can provide support when necessary.

4) Students-students

The term "group work" is another name for this type of labor. As a result of this interaction, the pupils will feel more comfortable talking to one another. The pupils are also given the opportunity and encouraged to interact with one another. The teacher acts as a group consultant in this instance.

5) Students-teacher

The instructor will be encouraged to provide information and feedback as a result of the students' queries about ideas they haven't quite understood. Asking inquiries is the most common action that students take for their teachers. In light of the aforementioned justification, the researcher comes to the conclusion that the instructor must take advantage of their place in the classroom. The students will be more engaged in class if the teacher takes the initiative by praising them, interpreting the students' views, asking questions, giving instructions, etc.

3.3.1 The Pattern of Interaction

The teaching-learning process was greatly impacted by the interaction patterns that existed in the classroom. The activities that the instructor and students used during the class are revealed by the interaction patterns or patterns of interaction. According to Ur (1998, p. 228), the following groups can be applied to some interactional behaviors:

1) Cooperation

Students collaborate in small groups to complete interactive tasks like delivering knowledge or making decisions as a group. The teacher moves around and watches without significantly interfering.

2) Instructors who pose closed-ended inquiries (Initiation-Response-Feedback, or "IRF")

There is only room for one "correct" response. The "Guess what the teacher wants you to say" game is another name for it.

3) Personal initiatives

While the teacher monitors and provides assistance as needed, the students work independently to finish an exercise or a set of assignments.

4) Choral responses

Either the teacher gives a model that the complete class imitates or the teacher makes a sign that the students imitate.

5) Collaboration

Students work together, usually in pairs, to produce the best results while still completing the same types of tasks as in "individual work." The teacher might or might not participate in this routine. (This is different from 'group work,' where the task itself includes interaction).

6) When students inquire, the teacher replies

For instance, the instructor decides who to approach in a guessing game while the students come up with the questions.

7) Participation in class

When students are participating in class discussions or language practice, the teacher may occasionally interject to get their attention or to encourage involvement.

8) Teacher input. There is no student initiative present, despite the possibility that some absent students might help by taking notes.

9) Self-access

Students choose their own learning projects for independent work.

10) Instructors who pose protracted inquiries

For each signal, there are multiple "correct" answers available to entice more students to respond.

3.3.2 The Roles of Teacher in the Classroom

Both the instructor and the student are essential to the teaching-learning process and classroom interaction. On page 130 of her 2004 book, Dagarin outlines a few possible jobs for teachers:

1) Travel currently on vacation offers to satisfy requirements for care Gujarat BMW's quote about "traveling". The instructor organizes the tasks to create a clear progression from lower to higher communicative ability.
2) The course manager. Lessons must be organized with activities, and the instructor is in charge of overall organization.
3) A instructor of languages. While teaching a new language, the teacher also manages, evaluates, and corrects the behavior of the pupils.
4) A expert or advisor. In this capacity, the teacher is able to help the students as required. To monitor students' growth and spot their areas of strength and vulnerability, the teacher may walk around the classroom more.
5) Co-communicator. Finally, the teacher can encourage the students to engage in the learning process more effectively without deviating from his or her primary role. Students may develop or broaden their speech role. The best way to encourage classroom interaction is for the teacher to serve as a co-communicator or consultant, but this requires that the teacher be capable of organizing and supervising the activities.

3.3.3 The Roles of Learners in the Classroom

Both the instructor and the student are essential to the teaching-learning process and classroom interaction. On page 130 of her 2004 book, Dagarin outlines a few possible jobs for teachers:

1) Travel currently on vacation offers to satisfy requirements for care Gujarat BMW's quote about "traveling". The instructor organizes the tasks to create a clear progression from lower to higher communicative ability.
2) The course manager. Lessons must be organized with activities, and the instructor is in charge of overall organization.
3) A instructor of languages. While teaching a new language, the teacher also manages, evaluates, and corrects the behavior of the pupils.
4) A expert or advisor. In this capacity, the teacher is able to help the students as required. To monitor students' growth and spot their areas of strength and vulnerability, the teacher may walk around the classroom more.
5) Co-communicator. Finally, the teacher can encourage the students to engage in the learning process more effectively without deviating from his or her primary role. Students may develop or broaden their speech role. The best way to encourage classroom interaction is for the teacher to serve as a co-communicator or consultant, but this requires that the teacher be capable of organizing and supervising the activities.

3.3.4 Interactive Classroom

Effective classroom encounters will lead to an interactive environment. Interactive behavior and discussion are those that involve two or more people. The players in this scenario are a teacher and a few students. Therefore, a classroom that enables real interaction between the teacher and the class, between a teacher and a student, or between students is referred to as a "interactive classroom" or "interactive learning." (Brown, 2001).

Brown (2001) asserts that interactive classes can take place under the following conditions:

1) Participating in a lot of pair and group activity.

2) Accepting honest feedback from the actual world.

3) Generating language for useful dialogue.

4) Giving students in-class assignments that prepare them to use words in real-world scenarios.

5) Using spontaneity in actual encounters to practice oral communication.

6) Addressing and writing to a real audience.

Furthermore, according to Gebhard (1996), quoted in Hanum (n.d.), there are five elements that can increase interaction in a classroom:

1) Lessen the authority of the teacher in the classroom.

2) Honoring the uniqueness of each individual.

3) Opportunities for pupils to effectively express themselves.

4) Possibilities for students to talk about meaning with the teacher and other pupils.

5) Choices about the language and style that students use.

The optimal amount of time for teacher talk to student talk cannot be established consistently, according to Hetzelein (2016, p. 39). It largely depends on the level of language proficiency of the students and the language talent that will be taught in the specific lesson. After weighing the benefits and drawbacks of teacher and student talk, he suggests a guide value of at least 50% of student talk as orientation to allow students enough time to practice and use English in class.

He continues by saying that it is expected that student talk and teacher talk will be equally balanced in subject areas where language is used mainly as a medium rather than the only objective of the lesson. Language instructors should encourage their pupils to speak in class at least as much as they do outside of it. These guidelines must be used in the TEFL classes as well as an orientation element.

3.3.5 Teacher's Strategies to Help Students in Classroom Interaction

The following techniques can be used by teachers to support their students' foreign language interaction abilities, according to Dagarin (2004, p. 133):The students find it easier to reply to questions than to initiate a debate or to make a novel argument. The instructor uses questions to elicit some of the words and linguistic components that will appear in the response. To assist the student in coming up with the right answer, he can ask follow-up inquiries. The method can be applied to explanations or story retellings.

1) Body language
   The pupils can learn a lot from the teacher's gestures and mimes. The instructor can help students communicate with their bodies.
2) A topic
   Teachers can motivate students to interact with one another by selecting topics or issues that are relevant to them. Young students prefer to talk about computers, athletics, dinosaurs, music, spaceships, and other subjects. The amount of information that students can convey about a topic depends greatly on how interested they are in it.

3.4 Concept of Interaction Analysis

In order to describe and examine classroom interactions, thirty years of classroom-based research have resulted in a wide range of models that work from various viewpoints. The "interaction analysis" approach is founded on Flanders' categories for describing verbal behaviours in the classroom. (1970). It is done to examine the words used in the classroom to see what can be learned about the teaching and learning process. Flander's initial categories have been modified, expanded, or simplified in many classroom observation tools. The researcher introduces a few observation models in this part, including FIAC, BIAS, and FLINT.

3.4.1 Flander's Interaction Analysis Categories (FIAC)

Flander's Interaction Analysis Categories (FIAC) was developed by Flander in 1970. This observation model contains two main categories, teacher talk and student talk. The other category is silence. It is shown in table 2.1 that there are ten categories interaction behavior,seven categories for teacher talk, and 2 categories for student talk. Lastly, category 10 is for silence or confusion.

Table 2.1 Flander's Interaction Analysis Categories (FIAC)

	Category Number	Interaction Behavior
Teacher talk	1	**Accepts feeling:** accepts and clarifies an attitude or the feeling tone of a student in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
	2	**Praises or encourages:** praises or encourages student action or behavior. Makes jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'umhm?' or 'go on' are included.
	3	**Accepts or uses ideas of students:** clarifying, building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
	4	**Asks questions**: asking a question about content or procedure with the intent that a student may answer.
	5	**Lecturing:** giving facts or opinions about content or procedures; expressing his own ideas, giving own explanation, or citing an authority other than a student.
	6	**Giving directions:** directions, commands or orders to which a student is expected to comply.
	7	**Criticizing or justifying authority:** statements intended to change student behavior from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing; extreme self-reference.
Student talk	8	**Student talk: response:** talk by students in response to teacher. Teacher initiates the contact, or solicits student statement, or structures the situation. Freedom to express own ideas is limited.
	9	**Student talk: initiation:** talk by students which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line thought, like asking thoughtful questions; going beyond the existing structures.
Silence	10	**Silence or confusion:** pauses, short periods of confusion in which communication cannot be understood by the observer.

3.4.2 Brown's Interaction Analysis System (BIAS)

Brown's Interaction Analysis System (BIAS) is simpler than FIAC with only seven categories of behavior. The first three categories are for teacher talk, two categories for student talk, one category for silence, and lastly, onecategory for unclassifiable behavior.

From table 2.2, there are three categories for teacher talk, such as teacher lecture, teacher questions, and teacher responds. The next two categories are student talk, namely pupils respond and pupils volunteer. The next is silence and unclassifiable categories.

Table 2.2 Brown's Interaction Analysis System (BIAS)

TL	*Teacher lectures*, describes, explains, narrates, directs
TQ	*Teacher questions* about content or procedure, which pupils are intended to answer
TR	*Teacher responds*, accepts feelings of the class; describes past and future feelings in a non-threatening way; praises, encourages, jokes with pupils; accepts or uses pupils' ideas; builds upon pupil responses; uses mild criticism such as 'No, not quite.'
PR	*Pupils respond* directly and predictably to teacher questions and directions
PV	*Pupils volunteer* information, comments or questions
S	*Silence*. Pauses, short periods of silence
X	*Unclassifiable*. Confusion in which communications cannot be understood; unusual activities such as reprimanding or criticising pupils, demonstrating without accompanying teacher or pupil talk; short spates of blackboard work without accompanying teacher or pupil work.

3.4.3 Foreign Language Interaction Analysis (FLINT) System

Foreign Language Interaction Analysis (FLINT Moskowitz created the method in 1971. (as cited in Brown, 2001). This interaction study can be used to observe interactions in a classroom. This system is helpful for both language teachers and researchers because it gives them a framework for assessing and improving the teaching, a taxonomy to watch teachers by, and it promotes an interactive learning environment. (Brown, 2001). Table 2.3 shows the complete procedure of the analysis according toFLINT system.

Table 2.3 Foreign Language Interaction Analysis (FLINT) System

Teacher Talk	Indirect Influence	1. **Dealing with feelings:** in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present, or future feelings students.
		2. **Praising or encouraging:** Praising, complimenting, telling students why what they have said or down is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. **2a. Joking:** Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not anyone's expense. (Unintentional humor is not included in this category)
		3. **Using ideas of students:** Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. **3a. Repeating student response verbatim:** Repeating the exact words of students after they participate.
		4. **Asking questions:** asking questions to which the answer is anticipated. (Rhetorical questions are NOT included in this category) **4c. Asking cultural questions:** asking questions related to the culture and civilizations of the target people or country. **4p. Personalizing:** asking questions which relate to the students' personal lives. Relating the content being learned to the student's' personal lives. Relating the content being learned to the students themselves through personal qualities.
	Direct Influence	5. **Giving information:** giving information, facts, own opinion, or ideas, lecturing or asking rhetorical questions. **5a. Correcting without rejection:** telling students who have made a mistakes the correct response without using words or intonations which communicate criticism. **5c. Discussing culture and civilization:** talking about the culture and civilization of the target people or country. Presenting facts, anecdotes, and points of interest related to the cultural aspect. **5m. Modelling:** modelling examples for students. Giving the lines of a dialogue, a sample for a pattern drill, illustrating the pronunciation of words or sounds. **5o. Orienting:** telling students the procedures they will be following. Giving an overview or preview of what is to come. Setting standards, regulations, or expectations. **5p. Personalizing about self:** talking about himself (herself). Telling a personal story or anecdote about his (her) life. **5r. Carrying out routine tasks:** attending to routine matters, i.e. taking attendance, passing out books, test papers, etc. Making routine announcements.
		6. **Giving directions:** Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity. **6a. Directing pattern drills:** giving statements which students are expected to repeat exactly, to make substitutions in (i.e. substitution drills), or to change from one to another (i.e. transformation drills).
		7. **Criticizing student behavior:** Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. **7a. Criticizing student response:** telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.
Student Talk		8. **Student response, specific:** Responding to the teacher within a specific and limited range of available or previously practiced answers. Reading aloud, dictation, drills. **8a. Choral:** choral response by the total class or part of the class. **8r. Reads orally:** students or a student read aloud to the class.
		9. **Student response, open-ended or student-initiated:** responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation. **9a. Off task:** acting fresh and non-task-oriented. This type refers to individual students.
No/All Talk		10. **Silence:** Pauses in the interaction. Periods of quite during which there is no verbal interaction. **10a. Silence-AV:** Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
		11. **Confusion, work-oriented:** More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. **11a. Confusion, non-work-oriented:** More than one person at a tie talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
		12. **Laughter:** Laughing and giggling by the class, individuals, and/or the teacher.
		13. **Using the native language:** Use the native language by the teacher or the students. This category is always combined with one of the categories from 1 to 9.
		14. **Nonverbal:** Gestures or facial expressions by the teacher or the students that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

3.4.4 The Strength of FLINT System

Teacher talk, student talk, and non-verbal contact are the three types of interactions that occur in the classroom. FLINT also separates teacher talk into direct and indirect effect to determine whether a teacher is more direct or indirect in their instruction of the students. The FLINT system, which incorporates Flander's original categories along with a number of modifications and additions to make them more applicable and helpful for practice in language classrooms, was based on Flander's interaction system.

Foreign language instruction commonly uses the FLINT method. For both researchers and language teachers, the FLINT technique has benefits. By using it as a taxonomy, the teacher can use this technique to observe other educators. Teachers now have a framework to evaluate and improve their own teaching. Understanding the proportion of student to instructor talk in the classroom, for instance. Therefore, the scholar decided to use this technique as the tool.

3.5 Review of Related Research

Earlier studies in the same area that examine how students interact in English language classrooms include the following:

1) An investigation of classroom interaction in English teaching (A Case Study at the Tenth Grade Students of Accelerated Class 1 and Accelerated Class 3 of SMA.

Sari carried out this investigation. (2015). This research set out to identify classroom interaction patterns, including those between teachers and students, students and teachers, and between teachers and students. The findings showed that there was almost a balance between teacher talk and pupil talk during the teaching-learning process in the English class. To increase pupil involvement and engagement in the teaching-learning process, the instructor needed to develop more interesting and communicative tasks. The instructor should also consider the influencing factors of the interaction.

2) Classroom Interaction in Indonesian Lower Secondary Schools for English as a Foreign Language.

Sundari (2017) conducted research to obtain a thorough understanding of language classroom interaction in a foreign language context. The results showed that classroom environments, learning objectives, learning materials, student and instructor characteristics, interaction practices, and external contexts surrounding interaction practices could all be taken into account as related variables that would help to explain classroom interaction more thoroughly. The evolved interaction model for language classrooms was created primarily to provide teachers in foreign language classes at lower secondary schools with comprehensive explanations of how interaction occurs and what factors affect it.

3) A Descriptive Study on Classroom Interaction of the English Teaching-Learning Process in the Large First-Year Classes in SMA N 1 Gemolong.

Rahayu (2006) concluded that classroom interaction did not always take the same form after conducting the research. It relied on the teacher's teaching style, the subject matter, and the setting of the classroom. If the teaching method was interesting to the students and the classroom atmosphere was relaxed, there would be interaction between the instructor and the students. However, the students' passive behavior would continue if the method or topic matter did not interest them.

4) Interaction and linguistic use among students

Wang and Castro (2010) studied the interactions between mature L1 Chinese EFL students and EFL students in the classroom teachers on the learning of the passive form in English during input and output language treatments. The results demonstrated that classroom interaction is helpful for learning the target language and can encourage students to consider the target form. (in this study, only when the learners are required to notify the linguistic form of the target language). The findings indicated the need for student-centered pedagogy in EFL courses and gave language learners more opportunities to use the target language in practical contexts.

5) Beliefs of Students and Teachers About Their Classroom Interactions with English Teaching and Learning (A Qualitative Study at SMP 17 Surakarta in the Academic Year 2013/2014).

Ningtyas conducted research on how the teacher and students perceived their interactions in the English lesson. (2015). She listed the following conclusions: Due to the teacher's personality and instructional style, both the students and the teacher agreed that they had excellent interaction and that the students required media that helped them relate to the learning goals. 3. By encouraging the students to engage in class, the belief had motivated and influenced them to do so. Students with different personalities, motivations, and learning styles were able to accomplish the learning objectives thanks to the classroom engagement. The decisions a teacher made regarding instruction were influenced by his or her beliefs. The positive attitudes of the instructor and students improved the environment for teaching and learning.

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BAB 4

IMPLEMENTING GROUP WORK IN THE CLASSROOM

By Herawati Br Bukit

4.1 Definition of Group Work

Group work is an activity that is carried out together with the same goals and the same vision and mission. With group work, large activities carried out together will feel small and form a culture of tolerance and respect. Group work is a part of the teaching and learning method in class. In general, the term learning is applied to the world of teaching and learning in schools. This is done by teaching staff to be more effective in the teaching process at school.

Robert L Cilstrap and William R Martin 9 (in Roestiyah .NK: 2008: 15), provide an understanding of group work as the activity of a group of students who are usually small in number, organized for the benefit of learning. So, the success of this group work requires cooperative activities from various individuals. There are several group members, including:

1. Pairs Group (2 members)

Excess:

- Increase student participation. With only two members, students will be required to cooperate more optimally to meet the targets set by the teacher.
- Each member has more opportunities to contribute to the group.
- The group division process is faster and easier. Teachers can pair students based on the serial number of absences or ranking in class.
- Appropriate for simple material (no deeper reasoning required).

Lack:

- Groups that need more guidance. The teacher must be smart to monitor each group.
- If differences of opinion arise in one group, no one plays a role in mediating the problem.
- There are only two members resulting in at least ideas that arise.
- The results of student work collected to the teacher became more and more.

2. Threesome (3 members)

Excess:

- There is one student who acts as a mediator when differences of opinion arise.
- Interaction between students is easier.
- The process of forming the group is still relatively easy.
- There is an opportunity for each student to contribute to the group.

Lack:

- The number of groups is still quite a lot, so the teacher must be smart in dividing the time to give group assistance alternately.
- There are quite a lot of assignment sheets collected by the teacher, resulting in a lot of feedback that the teacher must give.
- The quantity of ideas that emerge is still relatively small.

3. Group of Four (4 members)

Excess:
- Monitoring teachers to groups is easier.
- The ideas that emerge are more varied; students have the opportunity to provide input alternately.
- Can be used for materials that require high-level reasoning.
- Each group can still be broken up into pairs, usually to discuss two different sub-themes.
  Lack:

- The number of members is even, it is difficult to vote.
- The large number of students made some students who were less enthusiastic chose not to get involved.
- Need good socialization before the discussion.
- It takes more time in group division.

4. Group of Five (5 members)
   Excess:

- Groups of five members are especially good for the voting process.
- The ideas or input that emerged varied greatly.
- All material or assignments at all levels can be applied, because many resources help solve the material.
- The teacher easily monitors the group.

Lack:
- The focus of students on assignments is very lacking, many of them finally choose to depend on friends who are smarter.
- The ability of students in groups of five is heterogeneous, potentially causing differences in thinking.
- Make it easy for students to break away from being involved in group activities.

4.2 Advantages of Group Work

1. The job will be done quickly.
2. Improving the performance of each member.
3. Increasing insight as well as information and knowledge.
4. Increase the spirit of socializing.
5. Get more resources.
6. Lots of different ideas and perspectives.

4.3 Lack of Group Employment

1. Reduced seriousness in doing the task.
2. Reduced cooperation between members.
3. Easily distracted by other things.
4. The initial division of labor is difficult.
5. Wasting more time.
6. Work that is sometimes less focused.

4.4 Group Work Goals

Group learning is an effort made to complete school assignments assigned to students together. There is the intention of a teacher giving assignments and must be done by each group. The intention of the teacher to give assignments to be done in groups by students contains many things. The following are the goals and objectives of the group work.

1. Make it easier for students to complete assignments. With this collaboration can be done by students and students. For example, the group task of making papers and presentations.
2. Assess who controls the material. The holding of this learning method is also to assess who really masters the material and who does not master the material. So that it can be seen which one is smarter and more active in the working group. This will make it easier for teachers to provide assessments to their students.
3. Group cooperation at home. Along with the Covid-19 pandemic outbreak, group learning is safer to do at home using strict health procedures. Such as keeping your distance, wearing a mask, and washing your hands thoroughly
4. Assess who is the leader. The purpose of group work will also make everyone enthusiastic about completing tasks together. No more prioritizing personal interests. The important thing is to prioritize the common interest. He prioritizes group interests over personal interests.
5. Train individuals to be able to cooperate well. With the division of groups in learning will train each student to establish cooperation and socialize well. Indirectly it also trains students to delegate their respective tasks properly. For example, one person acts as the host, one speaker, another person as the writer, and so on.

The learning system can be done in various ways. Such as discussions, study groups and so forth. Among the many ways of learning, what people like the most is learning with the group work method. This method is very effective in increasing the enthusiasm for learning in children. By studying in groups, learning will be more exciting and fun.

The purpose of group study is very effective for understanding each subject being taught. Those who still don't understand a science can ask directly to the group leader who generally has higher intelligence. But there is also someone who can only learn well when accompanied by people. As for the goals of work or study groups, among others:

1. Facilitate Tasks

   With this learning pattern, no matter how much work has to be done, it will be completed properly.
2. Increasing Understanding

   The purpose of group learning is also to help increase everyone understands of the knowledge provided. This learning is very effective for transferring knowledge
3. Improve social skills

   This work model can also be a means of learning for someone to socialize well with others. Because humans are social creatures who need each other

4.5 The Objectives and Use of Group Work in The Learning Context

The purpose and use of group work in the learning context are as follows:

1. Increase comprehension**:** Group work allows students to interact, discuss, and share their knowledge. This helps increase students' understanding of the concepts learned through various points of view and explanations from other group members.
2. Develop social skills: Group work allows students to interact actively with their peers. This helps them develop social skills such as effective communication, cooperation, listening skills, and conflict management.
3. Increases engagement and motivation: Through group work, students have an active role in the learning process and feel more involved. This can increase their motivation to learn and contribute to the group.
4. Encourages problem solving and critical thinking: In group work, students can share ideas, discuss, and find solutions together for a given challenge or problem. It encourages critical thinking, analysis and creative problem solving.
5. Build leadership skills: Group work provides opportunities for students to develop leadership skills, such as leading discussions, organizing assignments, and directing groups towards set goals.

4.6 Group Work Strategy

Group work strategies can vary depending on the purpose and context of the group work. Here are some common group work strategies that can be used:

1. Effective Communication: Good communication is very important in group work. Maintain open and ongoing communication channels between group members, and ensure that messages are conveyed clearly and understood by all group members.
2. Strong Leader: Establishing a leader who leads the group effectively can help keep the group working smoothly. Leaders must be able to direct group members, motivate them, and ensure tasks are completed on time.
3. Assignment of Roles: Distribute tasks and roles to group members based on each individual's expertise, interests, and strengths. This can increase productivity and help group members focus on the areas where they contribute the most.
4. Collaboration: Encouraging collaboration between group members is the key to successful group work. Through sharing ideas, providing feedback, and having open discussions, groups can come up with the best solutions.
5. Setting common goals: Setting clear and specific goals for the group helps direct joint efforts. These goals must be measurable and realistic so that all group members have the same understanding of what they want to achieve.
6. Time management: Managing time well is very important in group work. Setting realistic deadlines, organizing meeting schedules, and optimizing the use of time when working together can improve efficiency and prevent delays.
7. Evaluation and feedback: Conducting regular evaluations of group performance and providing constructive feedback can help groups identify their strengths and weaknesses. This provides an opportunity to improve performance and overcome challenges as they arise.

4.7 Tips for Doing Group Assignments Effectively

1. Set a clear agenda

   When studying in groups, the first thing to do is determine a study time, whether it's morning, afternoon, or evening, and make sure all groups agree on a set time. At this stage, make sure all groups agree on what needs to be done and when it will be carried out so that time is not wasted or group members are not present.
2. Dividing tasks and workload according to ability

   The division of tasks must be based on expertise and time availability. Make sure every member gets a task every time so that no one is idle.
3. Set deadlines

   In order for group study to take place effectively, determine the length of study or the deadline for the task that must be completed. Determining this deadline aims to provide a limit so that work on assignments is not delayed and has consequences for those who are late doing work.
4. Help each other

   When you find difficulties in doing assignments, involve group mates to help provide solutions.
5. Value the Time of Each Group Member

   Each group member has different priorities, so respect the willingness of each member's time.
6. Shared Appreciation

   When successfully completing group assignments, there's nothing wrong with celebrating success by gathering or eating together as a form of appreciation for the process that has been passed while doing the task.

4.8 Group Work Implementation

Implementing group work in the teaching and learning process is an effective method for encouraging collaboration, communication, and problem solving among students. The following is an example of implementing group work in the teaching and learning process:

1. Group discussion: Students are divided into small groups and given a specific topic or question that they have to discuss. After the discussion, each group was asked to present their findings to the class. This method helps students develop critical thinking, communication, and teamwork skills.
2. Group project: Students are given a project assignment to complete as a group. Each group member is responsible for a specific part of the project, and they must work together to achieve the set goals. This method allows students to learn about individual responsibility, team coordination and cooperation.
3. Problem-based discussion: Students are given a particular problem or challenge that they have to solve as a group. They are asked to analyze problems, find solutions, and make decisions together. This method develops problem solving, communication, and teamwork skills.

Implementation of group work in the teaching and learning process can provide significant benefits for students, such as the development of social skills, collaboration, and problem solving.

4.9 Reasons for Lecturers Give Group Assignments and Reasons for Students to Choose Individual Assignments

Lecturers tend to provide group work in learning with several main objectives:

1. Increases engagement and motivation: Group work can increase student engagement and motivation in learning. Through group work, students feel more involved because they have responsibility for achieving group goals and collaborating with their peers.
2. Develop collaborative skills: Group work helps students develop collaborative skills that are important in everyday life and the world of work. They learn to cooperate, communicate, listen, and appreciate the contributions of other group members.
3. Broaden perspectives and understanding: In group work, students can share their knowledge, understanding, and point of view. This helps broaden students' perspectives, enrich their understanding, and develop the ability to see an issue or concept from multiple points of view.
4. Encourage critical thinking and problem solving: Through discussion and collaboration in group work, students are encouraged to think critically, analyze information, and find creative solutions to a given problem. This helps improve students' problem solving abilities.
5. Develop social and leadership skills: Group work provides opportunities for students to develop social skills such as communication, cooperation, and conflict management. In addition, students can also develop leadership skills when they lead discussions or organize assignments in groups.

Lecturers provide group work as an effective learning strategy to achieve these goals and to prepare students to face collaborative challenges in real life. The reason students choose individual assignments is because:

1. There are friends who just ride on their names and don't participate in helping do group assignments.
2. The many different opinions can lead to conflict because of the high sense of selfishness and wanting to win alone in the group.
3. Often refusing group work time because each has its own activities.
4. An apathetic and irresponsible friend.
5. More satisfied when doing personal work and get personal value as well.

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BAB 5

PLANNING GROUP WORK

By Lidia Deviga

5.1 What is planning?

Planning is the process of organizing ideas into actionable steps. Within planning, there are four major categories: strategic, tactical, operational, and contingency planning. Strategic planning is a process that organizations use to determine their goals and objectives.

5.2 What is planning process?

The planning process is a process used to develop objectives, develop tasks to meet objectives, determine needed resources, create a timeline, determine tracking and assessment, finalize the plan, and distribute the plan to the team. Having a plan and sticking to it may sound simple, but in most organizations, planning is complex, involves many steps, and is necessary and crucial to success. Whether it be a strategic plan, an operating plan, or a tactical plan, each involves a **planning process**. The planning process includes steps that a company takes in order to develop budgets to guide its future activities. The benefits to following a formal planning process include ensuring that pertinent and appropriate information is shared with staff, that sufficient resources are available, and that timelines and goals are being met. There are many ways to conduct planning in different organizations, but while the specifics of each planning process may differ, the overarching steps in a planning process are general in nature and are often very similar. These steps include developing objectives, developing tasks to meet objectives, determining needed resources, creating a timeline, determining tracking and assessment, finalizing the plan, and distributing the plan to the team.

5.3 Strategic Planning

When was the last time you took a serious look at how you are operating? And have you made space to reflect on where you are headed? Many of us get so caught up in the constant demands of the workplace that we forget we ever had an overall plan, let alone refer to it. Strategic planning is a vital component of successful performance. Done well, it helps pool the wisdom and aspirations within your workplace, and charts a robust way forward. It's a process that can be used by work teams, departments and the whole organization. At the Group work Centre, we have a passion for clear and simple strategic planning processes that actually involve the people who are going to implement them

STRATEGIC PLANS

There are many ways to approach *Strategic Planning*. However, the process needs to be simple, clear and owned by the people undertaking the strategic planning. All too often strategic plans are too complicated and seen as fairly useless by the people who are meant to be implementing them. They may use complex and hard to understand formats for example. Often the people who have to implement the plan, are in fact not part of developing it. Such plans can be undertaken in a tokenistic manner, not owned, and relegated to 'the bottom draw'. Therefore it is essential they are developed in a collaborative manner, where people are 'in on the ground floor'. This approach, combined with a simple clear process is what genuinely builds ownership. Today we use our Strategic Planning Model extensively. Clients find it easy to apply and refreshingly uncomplicated. A great process creates a powerful vehicle for developing decisions supported by members of your planning group. However, even when process is easily understood and readily applied, a key component is how well the process is facilitated, to pool the wisdom available and synthesis the opportunities and challenges involved in an effective Strategic Plan.

In the planning process, the steps outlined above occur in sequential order and begin with the development of objectives. The planning process concludes with distributing the plan to the team. While the planning process does conclude after distributing the plan to the team, it may start over again depending on certain circumstances. For example, if the plan is not working, if there are challenges, or if there are road blocks to achieving the objectives, the team may need to start the planning process over.

5.4 Group work

Group work is exactly what the term implies: students work together in groups to complete assessments and projects. Group work aims to prepare students with collaborative skills needed for the professional world. Here, individual work is broken into parts and steps that students work through together. **Group work**refers to a collaborative learning environment where students work through problems and assessments together. Students are able to delegate roles and responsibilities, pool their knowledge and skills and receive support from one another. Group work is a method that includes working in groups to enhance critical, decision-making, collaborative, and communication skills to increase productivity.Students in their school and college life and individuals in their professional life have to work in groups at one time or another. This practice is encouraged a great deal as it helps the team members to understand the content in a better way so that everyone can benefit from peer-to-peer instructions.

5.4.1 How to implement group work?

1. Preparing for working in groups

The first step in this process consists in arranging the students in groups.

- Look at the layout of the classroom and then form the groups in the best possible manner so that the students are comfortable and can hear each other.
- While preparing for working in groups, emphasize civil behavior, good conduct, and professional attitude amongst students so that they can respect each other and work in an amicable environment
- Establish ground rules for successful teamwork

2. Designing the group activity

The second step in this process involves designing the group activity.

- This is where you decide what you want to accomplish. The group activity must be in tandem with the instructional objectives to felicitate learning in students. This is the time to ask yourself what is the objective, how can it achieve the desired success, does the activity need working in groups, is it complicated or challenging by nature, and does the task require teamwork?
- If the task is challenging and stimulating, the students will also enjoy working together to get the desired results. The chance of using the combined talent to create something new and unique becomes high through the collaborative exercises.
- Encourage positive feelings amongst the students to felicitate interdependence and involvement. There should be a fair division of labor, and every member should be held accountable for personal and teamwork. It is a fact that cooperative learning motivates team members and boosts productivity and efficiency

- An essential part of this step is deciding on the size of the group. Look at the size of the classroom, the total number of students, the task that has been assigned, and the needs of the task before forming a group. Generally, a team with four to five members is considered perfect, but it can be reduced or increased depending upon the situation
- Students can be given a choice to form the groups by themselves, but an important disadvantage will be that they will choose the members based on their compatibility and friendship and not the needs of the task. The teacher or the instructor might find it useful in some cases to form groups' themselves so that all the groups can meet the requirements of the task easily. Another way to increase diversity within groups is by assigning students into groups randomly.
- Estimate the time beforehand and provide enough time for the group to complete their tasks. Make a plan to hold a plenary session to look at and discuss the results and general issues that anyone might be facing
- Predict the questions that will be asked during the plenary session and prepare for the answers beforehand
- This is the stage where you need to design collaborative work in various formats like large groups, small groups, and pairs. Some of the students think best on their feet, whereas some need the time to digest the information, and in some cases, some of the students will contribute actively in pairs.

3. Introducing the group activity

The third step in this process involves introducing activities in the groups and letting the students know about the purpose of the group work

- It becomes imperative to share your reason for working in groups with the students to understand the advantages of collaborative learning. Introduce activities and connect them with class themes and learning outcomes for best results
- Always form the groups before giving them instructions to save time
- Encourage the students to introduce themselves to the group members for unity in the group. They will work with a better frame of mind if all the members are comfortable and trust each other.
- Explain the task in a detailed form so that all the groups know what they need to do. Describe the final product you are expecting to set the goals of the task. Prepare visual and oral instructions and include time estimation for all the activities to guide the students for better outcomes
- Set the ground rules at the onset of interactions within the groups, especially for more prolonged activities. Make a group contract and include principles like methods for decision-making, active listening, and respect

- Give the students time to ask questions about the activities

4. Monitoring the group task

The fourth step in this process involves monitoring of the tasks in the groups.

- Monitoring the group work activities is essential but does not hover over the groups and distract them. Circulate and answer questions that are raised. Listen to the emerging trends so that they can be discussed during the plenary session.
- Do not interfere with the functioning of the group because they need to solve the related problems by themselves
- Leave the room for some time so that the students can share their uncertainties effectually
- Express your confidence in the students and let them know that you expect a lot from them and are confident that they will deliver
- Do not be ready to help the students reach their goals. Let them struggle and find their path to accomplish tasks
- Clarify your role as a facilitator at the onset so that the students do not have unreasonable expectations from you

5. Ending the group task

The last step in this process involves finishing the tasks and providing closure to the activities in the group.

- Let the students do group reporting in the plenary session. Encourage the exchange of ideas and let the students know how their work was useful
- Let every group introduce one idea and make sure that it circulates through the groups until there are no new ideas left. Let them give their insights through questions and answers
- Make sure that all the groups are recording their ideas and presenting them to others. Students can circulate and read the answers, or they can move around in groups and add comments in response to others
- Encourage the students to show sensitivity and respect towards each other, value opinions that are different from theirs, and be willing to offer and receive constructive criticism.
- Look for connections between the course topic and group conclusions
- Clarify inaccurate responses and misconceptions
- Leave some room for further research

- Ask students to reflect on the process of working in groups through written or oral reports. It will help discover what they have learned and how they have functioned and contributed to the collaborative group work.

5.4.2 Benefits of group work

The advantages of working in groups are as follows-

1. The sharing and discussing of new ideas result in a greater understanding between individuals and results in bonding that will encourage them to have each other's back at difficult times
2. Being part of a skilled team enhances the abilities and know-how of every member.
3. Working in a group is beneficial as it develops skills like listening, speaking, and leadership
4. Working in groups increases the level of efficiency and productivity
5. An essential benefit of working in groups is that it boosts performance because a broader range of skills can be applied to the task.
6. People tend to remember group discussions, and the information is also retained for a longer time.

5.4.3 Disadvantages of group work

1. In some cases, the work is distributed unevenly, and the less dominant members of the group find themselves with more work than the ones that are steering the group activities in their desired path
2. There is always the pressure to go with the majority opinion. If someone is not vocal enough, then even if he disagrees, his voice will not be heard. This often results in agreeing to a wrong opinion simply because some members are more dominant than others
3. Coming to a single solution that is agreeable to every member takes time, whereas when an individual is working alone, he does not have to spend time convincing about the solution or the path to take.

5.5 The various steps involved in implementing group work.

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- Leave some room for further research
- Ask students to reflect on the process of working in groups through written or oral reports. It will help discover what they have learned and how they have functioned and contributed to the collaborative group work.

Group work has *a lot* going for it. It incorporates the social-cognitive and social-emotional aspects of learning and can lead to memorable, engaging lessons and increased learning for students (Forsell,*et al*., 2020; Fung,*et al*., 2018). But group work can also fall flat—and cause student disengagement—if not carefully designed and assessed.The original cooperative learning movement, energized in the 1970s, emphasized that group work must be designed to feature positive interdependence (each student's work depends on the others' work) and individual accountability (individual learning is measured and reported)—methods found to increase student achievement. Since then, group work has grown in popularity, under various names (*cooperative learning*, *collaborative learning*, and *group work*, to name a few). Teachers use group work to promote active and deep learning and foster students' collaborative skills (Tomcho& Foels, 2012).Sometimes group work is still designed according to the original cooperative learning principles of positive interdependence and individual accountability, but not always. Often students are simply assigned a project or task to carry out in a small group, the final project is graded, and that same grade is assigned to each of the members of the group producing it. Students perceive this practice as unfair—which can make them reluctant to participate in group work (Forsell, *et al*., 2020). Unfair group experiences put students in a difficult position, as students expressed in interviews Amir did with 27 Canadian high school students in 2020. The interviews were part of Amir's doctoral dissertation investigating students' experiences of

fairness in classroom assessment (all student quotations here are taken from this unpublished qualitative study). One student expressed his feelings about group work this way: "I've definitely been in a lot of groups where people don't contribute, but I don't go to the teacher and try and tell them the problem because you don't want to, you know, be a snitch. Like, we don't want to tell on our friends."

5.6 How Do We Do Group Work Right?

To implement and assess group work fairly, teachers should focus on four elements: purpose of the group work, group composition and student choice, physical environment and task design, and assessment and grading. Let's look at each element in turn.

1. Establish a Clear Purpose for Working in Groups

Teachers generally use group work for at least two purposes: to support students' progress toward learning goals and to develop collaborative learning skills. Each of those goals can be assessed at the group or individual level (Forsell,*et al*., 2020), creating four possible purposes for implementing and assessing group work:

- Individual learning: Did an individual student achieve a standard or learning goal?
- Individual collaboration skills: Did an individual student work effectively as a member of the group?
- Group learning: Did the group project meet standards for quality work?
- Group collaboration skills: Did the students function well as a group?

Teachers' understandings of their intended purposes for a group work project and what specifically they will assess are often vague (Forsell,*et al.*, 2020). Sometimes, teachers just have a general sense that it's good for students to work together, without any consideration of how the students' learning will benefit from a particular group task. This may be part of the reason some teachers give group grades—and it's one reason students perceive group grades as unfair.
Report card grades are assigned to individual students and are intended to be measures of achievement against curricular standards. Therefore, group work that's going to count on individual students' report cards should answer the question of whether each individual student in the group achieved the target standard or learning goal (we'll say more on how to do this later).

Group work can also be designed specifically to teach collaboration skills. In this case, work can be assessed at the individual or group level, depending on the kind of skills entailed—but it shouldn't be graded in a way that counts on students' official records.

2. Use Heterogeneous Groups, But Offer Choice If Possible

Teachers give students choice during group work in two ways (Rasooli,*et al.*, 2018). Students can choose which group they will join or students can be assigned to a group and given choices about their role and work within that group.At times, it's best for the teacher to create the groups; for one thing, this makes groups less homogeneous. To form heterogeneous groups based on ability

levels, teachers usually select a mix of lower, middle, and higher-performing students (Williams,*et al*., 2019). When groups are diverse in aspects other than academic ability—for example, in terms of students' backgrounds and experiences relating to the work at hand—groups will include a broader range of points of view.Allowing students choice in selecting their group members, however, seems to enhance students' perception of fairness in group work. People perceive fairness when they are given choice and control over decisions that will impact their outcomes (Forsell, *et al.,* 2020). Students may also assume more ownership of the work when they've chosen their group.

For some group activities, then, teachers may want to give students choice about which group they will be in; for others, they may give students choice about which role they will play in the project or task. These decisions should be aligned with the purpose of the group work, and are made easier if students have many opportunities to do things in different groups throughout the course. Giving students voice, control, and agency over group work procedures to the greatest extent possible will enhance most students' learning and perceptions of fairness. As one high school student said, "I think giving us the chance to pick people—you know what you're getting yourself into from the beginning. So if there really is a problem, you should speak up. If not, I think you kind of just have to deal with it. It's kind of like a life lesson."In even the most carefully composed group, however, free-riding (when one member of the group does not contribute) can occur, and high-performing members might reduce their contributions to preserve the sense of fairness (Webb,*et al*., 1998). Careful task design and role scaffolding can reduce free-riding and develop group members' collaborative learning skills. As with any skill, collaboration can be taught. Teachers can develop rules or criteria for fostering trust and respect among group members and communicate these rules to students upon the beginning of the group work. These rules can include: (a) everyone should be respected in the group; (b) everyone should recognize and appreciate diverse ways of thinking, working, and behaving as beneficial to the group learning; (c) no one should be left outside of the group; and (d) everyone should contribute to the group work as much as they would like others to contribute. This relational approach to establishing group dynamics has been found to be a key strategy for an effective group work process (Fung,*et al*., 2018).

3. Use Flexible Seating and Design Tasks So Everyone Contributes

Learning is a social phenomenon and takes place in a physical and social environment. Arrange seating for groups flexibly so that all group members can effectively interact. For example, arrange seats in a shape such as a circle to give all students access to the work and similar physical representation. Since regularity brings focus to complex tasks such as group work, groups may benefit from knowing ahead of time which area of the room they will work in.

Tasks, assignments, or projects should also be designed to encourage interactions among group members. For example, a project may have divisible segments so that group members can distribute tasks and all contribute to the workload, then combine their individual work together. Or a project may be divided into several steps (like planning, outlining, researching, and writing). Students can do the steps collaboratively and receive formative feedback from their teacher about both the learning content and the group process after each step (Brookhart, 2013).

When students are asked about fairness, group work—especially group grades—often top their list of unfair practices.

Alternatively, a single task may be scaffolded with role divisions to encourage interactions and positive interdependence. A classic format for this is reciprocal teaching (Palincsar& Brown, 1984), which aims to help all students comprehend an assigned text and develop skills in

independent reading. After reading the text, students take turns fulfilling four roles: questioner, summarizer, clarifier, and predictor. The teacher first models these functions until the students are able to become the "teachers" (hence the name "reciprocal teaching") and perform the functions themselves. In addition to focusing students on the strategies good readers use, the four roles ensure that everyone in the group has something specific to do that contributes to the group understanding. Performance in these roles isn't graded; student understanding should be assessed individually after the reciprocal teaching.

Group tasks, assignments, or projects should also have adequate complexity for group work to be effective. Tasks that aren't sufficiently complex lead to more free-riding. Research also shows that groups of three to four students and tasks of shorter duration result in better learning outcomes than larger groups or longer tasks (Tomcho& Foels, 2012).

4. Grade Individual Learning and Assess Collaboration Separately

For grading purposes, assess individuals—don't give "group grades"(Brookhart, 2013). Teachers generally assess learning goals during group work with either group assessment, a combination of group and individual assessments, or individual assessment. Research shows individual assessment is clearly best, and fairest, for the purpose of individual grade reporting.

While group grading may be the easiest approach, it encourages free-riding and provokes unfair experiences for students. As one high schooler Amir interviewed for his dissertation project said, "Ninety percent of the time, group work is unfair, unless the teacher is really on the ball and knows what's going on. I find that either 25 or 50 percent of the group does all the work, and the other [group members] are just along for the ride." When group grades are given to groups with mixed ability levels, high-ability students often receive lower grades than they usually get individually; the reverse is true for low-ability students (Forsell,*et al.*, 2020). Finally, group grading ignores the fact that report cards are issued to *individual* students, and therefore individual measures of achievement are needed.

Another method teachers report for grading group work is to assign grades based on two components: a group's product (such as a presentation) and individual grades derived by peer assessment or peer assessment combined with self-assessment (Dijkstra,*et al.*, 2016). But with this method, the group component has the same shortcomings described for group grading, and the individual component also poses challenges for fairness. Plus, research has challenged the validity, reliability, and fairness of peer assessment, indicating that peer assessment is only weakly correlated with teacher assessment (Forsell, *et al.,* 2020). With self-assessment, in addition, high-performing students often underrate themselves for their performance in group work, while low-ability students overrate themselves (Forsell,*et al.,* 2020). Overall, a combination of group and individual assessments doesn't seem like a sound approach to grading group work.Individual assessment, however, addresses the shortcomings of other approaches and makes for fairer assessment of learning objectives. Students work collaboratively on a task, but are assessed *individually* for their learning of the curriculum objectives (Brookhart, 2013; Brookhart, 2015). Generally, after group work, teachers provide students with individual tasks aligned with that work and its associated learning objectives to grade each student's achievement. Students tend to find this fairer. One told Amir, "Teachers usually assigned group grades, which was hard. But if you get individual grades while working in the group, you would think it is fair." Teachers do value assessing social skills such as group members' cooperation, positive engagement, and communication (Dijkstra,*et al*., 2016;Forsell,*et al*., 2020). But these skills can be assessed separately from the academic grade, through teacher observation, peer- and self-report surveys, or rubrics.

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BAB 6
MONITORING GROUP WORK

By: Noredyo Molyaningrum

6. 1 Introduction

"Key drivers of change are monitoring progress toward goals and providing feedback to improve performance." - Bill Gates.

Many people wouldn't enjoy football as much if it were just about scoring goals. For instance, Michael Cox is the creator of the Zonal Marking website, which is a forum for discussing plans, strategies, and even match analysis that is logical. (Siahaan, 2014). That, however the transformation of developments utilized in football is continually advancing, not simply with regards to the actual game. Football develops close by industry, decisive reasoning, on-field observation, and, obviously, devotion. Today, everybody, particularly football lovers, can undoubtedly talk about techniques and observing of work group.

Teamwork is crucial in football. Working together creates a model or style of play hat becomes inseparable from the group. For examples, the English "Kick and rush" style, the Italian "Catenaccio," the Dutch "Complete Football," the "Tiki-taka" style played by Barcelona F.C., or the "Jogo-bonito" style played by Brazilian groups and their public group. All of them in modern football, as it is now, necessitate teamwork and monitoring the performance of the team for improvement before the next competition.

Monitoring group work is one thing that may also exist in the "Education World." In the majority of learning situations, group work is used to improve learning functions. Maybe, some of us have heard about STAD (Student Team Achievement Division), TGT (Team Game Tournament), and GI (Group Investigation or Small Group). These require students to be grouped together and require guidance and supervision to ensure that learning progresses in accordance with established objectives.

A decent educating and educational experience go past conveying content alone. Connection happens between the instructor and the understudies. To accomplish great and fulfilling results, the educating and educational experience should be led deliberately, purposefully, and checked by all people associated with the educational experience. This mindfulness and association intend to cultivate and empower inspiration, motivation, freedom, interest, imagination, drive, insight, and a feeling of learning. gatherings and people (in homeroom) frequently need proceeding with direction as they travel through the errand, experience difficulties and move toward appraisal. Direction might appear as broad data for the entire class (systems for bunch gatherings, rules for getting ready composed reports and so on), or it could be intended for the necessities of a specific gathering.

6.2 Group Work in Classroom

Group activities are an essential part of social life. People must collaborate toward a common objective in many social activities and initiatives. Such as: Volunteer gatherings, Local area associations, Political missions, Social clubs and associations, Backing gatherings or Care groups and so on. Bunch work in public activity can be a strong power for positive change, giving chances to individuals to associate, share their abilities and information, and work together towards a shared objective (Gutscher, 2012). It can assist with building more grounded networks, advance civil rights, and make a feeling of having a place and reason.

Group work is a cooperative exertion where at least two people cooperate towards a shared objective. It includes the sharing of thoughts, information, and abilities to accomplish an ideal result. Bunch work can take many structures, for example, group projects, bunch tasks, or gathering conversations.

In educational settings like classrooms and online learning environments, group work is frequently used to help students develop crucial skills like communication, critical thinking, and problem-solving. It is likewise regularly utilized in the working environment, where groups cooperate to accomplish hierarchical objectives and goals (Anita, 2004). We may have heard of STAD (Student Team Achievement Division), TGT (Team Game Tournament), and GI (Group Investigation or Small Group), all of which involve grouping students and require guidance and supervision to ensure that learning proceeds in accordance with the established objectives.

Students can be motivated, active learning encouraged, and key critical-thinking, communication, and decision-making skills can be developed through group work. Group work, on the other hand, can be viewed as a waste of time by students and teachers alike if not carefully planned and facilitated. Use these tips to successfully implement group work in your classroom.

6.3 Monitoring Group Work

Checking group work alludes to the method involved with managing and regulating the advancement of a gathering undertaking or errand. It includes noticing and evaluating crafted by people inside the gathering, as well as the general advancement of the venture, to guarantee that it is on target and meeting the ideal goals. Monitoring group work is crucial because it enables teachers or supervisors to spot potential issues and address them before they become more serious during the project. It additionally takes into consideration continuous input to be given to the understudies or gathering individuals, which can assist them with working on their work and accomplish improved results. Overall, monitoring group work can improve outcomes for everyone involved and is a crucial part of effective collaborative learning.

Observing group work has been a piece of instructive practice for a long time, tracing all the way back to the mid twentieth hundred years. John Dewey and other progressive educators favored group projects and collaborative learning to engage students and encourage active learning in the 1920s and 1930s (Johnson, D., 2014). Observing students in the classroom and providing feedback on their progress was the primary method for monitoring group work at this time.

This position effectively offers specialized help for Learning projects regarding checking and assessment, including task execution, learning progress, detailing, as well as handling quantitative and subjective information to gauge the adequacy and effect of the growing experience.

During the 1960s and 1970s, scientists, for example, Elliot Aronson and Robert Slavin further fostered the idea of helpful realizing, which included organizing bunch work such that urged understudies to cooperate and uphold one another (Halder and Saha, 2022). In this situation, monitoring group work required providing students with direction, assistance, and feedback on their progress as they worked together.

During the 1990s and 2000s, with the coming of computerized advancements, observing gathering work turned out to be progressively specialized, with the utilization of online cooperation stages and other computerized instruments to help bunch work (Marsha Joyce, 2000). Today, checking bunch work keeps on being a significant piece of instructive practice, with instructors and managers utilizing a scope of devices and strategies to notice and evaluate the advancement of gathering projects and give criticism to understudies.

As instructors and scientists have examined different ways to deal with cooperative learning, the improvement of observing gathering work has advanced over the long run. Gunawan (2004) identifies the following crucial phases in the development of group work monitoring:

1. Early twentieth century: Progressive educators like John Dewey advocated for group work as a way to encourage active learning in the early 1900s. However, at this time, the primary method for monitoring group work was to observe students in the classroom and provide feedback on their progress.
2. 1960s and 1970s: The idea of cooperative learning was created by researchers Robert Slavin and Elliot Aronson. Cooperative learning involves structuring group work in a way that encourages students to work together and support one another. In this situation, monitoring group work required providing students with direction, assistance, and feedback on their progress as they worked together.
3. 1990s and 2000s: Monitoring group work became increasingly technical as a result of the development of digital technologies and the use of online collaboration platforms and other digital tools to support it. Teachers and supervisors were able to monitor the progress of group projects in real time and offer assistance and feedback as needed because of this.
4. Today: Checking bunch work has turned into a significant piece of instructive practice, with instructors and managers utilizing a scope of devices and methods to notice and evaluate the advancement of gathering projects and give input to understudies. This includes making use of project management software, conducting regular check-ins, and encouraging groups to communicate and work together.

In settings where collaborative learning is emphasized, monitoring group work is an important part of effective learning. In a learning environment, the following methods can be used to effectively monitor group work:

1. Set definite goals: Prior to beginning any gathering work, guarantee that the understudies grasp the objectives and goals of the venture. This will assist them with remaining on track and work towards accomplishing the ideal results.

2. Define roles: Each student will be better able to comprehend their responsibilities and work toward completing their portion of the project if roles are assigned within the group. Additionally, this will assist in preventing any group confusion or duplication of effort.

3. Establish guidelines: Give clear rules to the gathering work, like cutoff times, specialized techniques, and assumptions for quality. Students will be able to keep on track thanks to this, and the project will be finished on time and to the desired standard.

4. Make regular visits: Meeting with the group on a regular basis can help spot issues early on and ensure that everyone is on the same page. This should be possible through individual gatherings or gathering gatherings.

5. Screen progress: Verify that tasks are being completed and the project is progressing as planned by keeping an eye on the group work. You will be able to identify any areas in which you may require additional assistance with this.

6. Give input: For students to improve their work and learn from their mistakes, regular feedback is essential. Help them improve and develop their skills by giving them constructive criticism as well as encouraging feedback.

7. Assess the outcomes: Toward the finish of the gathering work, assess the results and give criticism to the gathering. They will be able to learn more about what went well and what could be improved for future projects thanks to this.

6.4 How to Monitoring Our Classroom

When the learning objectives benefit from student-to-student interaction and collaboration, teachers or moderators use group work to complete the task. They choose tasks that require and encourage teamwork, provide clear instructions that allow groups to work independently, and hold students accountable for individual and collective learning in order to accomplish this. Teachers plan how they spend their own time, choosing which groups to work with, when, and what. Teachers work to make sure that students are seen as competent among their peers, that interactions are respectful, and that each student's strengths are used to benefit the group's work.

Educator or mediator urges members to examine a specific point, beginning with the general and getting more unambiguous, or engaged, over the long haul. Project planners, managers, and evaluators frequently use focus groups to collect qualitative data on a project's planning, execution, and impact. A teacher or moderator initiates a focus group with a set of questions and actively steers the discussion toward a particular topic—beginning with the broad topic and gradually becoming more specific or even contentious. In order for participants to feel at ease and comfortable enough to voice their opinions and discuss issues, the moderator needs to be open and non-threatening.

Monitoring and evaluation (M&E) falls under the purview of teachers or moderators, who are also accountable for all ongoing learning activities, research, and the framework's design, coordination, and implementation. In order to guarantee high-quality qualitative and quantitative evidence gathered from learning activities, they will develop a methodical monitoring framework. They will likewise give specialized help to the functioning gatherings in the educational experience.

A few vital obligations of educators or mediators in observing gathering work incorporate:

1. Consistently gathering information to gauge accomplishments against learning markers.
2. Assisting in the design of learning media, methods, or technical aspects, as well as the working groups' implementation of practical methods.
3. Ensuring and examining the working group's members' and the group's work's quality.

4. Determining who needs technical assistance to complete their assigned tasks and identifying individual work within the group
5. Advising the group's leader or other members on how to improve group performance so that learning tasks can be completed

In a learning environment, it is possible to monitor group work with a variety of technical tools and methods. A few examples are given below.

1. Platforms for online collaboration: Group work can be done on a variety of online platforms, including Slack, Microsoft Teams, and Google Docs. Members of a group can collaborate on a project, communicate with one another, and share files and resources on these platforms. These platforms can be watched by teachers or supervisors to see how the project is going, give feedback, and find any problems.
2. Project the executives apparatuses: Trello and Asana, for example, are two examples of project management tools that can be utilized to monitor group work. These instruments permit bunch individuals to make assignments, set cutoff times, and track progress. These tools can be monitored by teachers or supervisors to observe the project's progress and spot any problems.
3. Peer appraisal apparatuses: Members of a group can evaluate and offer feedback on one another's work using peer assessment tools like Turnitin or Peer Scholar. These tools can be monitored by teachers or supervisors to see how well the work is coming along and find any areas where more help might be needed.
4. Tools for analyzing data: Individual students' or groups' performance can be monitored using data analytics tools like Moodle or Learning Analytics. These devices can give bits of knowledge into how understudies are drawing in with the undertaking, how long they are spending on errands, and how well they are cooperating collectively.

6.5 Preparing for Group Work

Use these plans to help with doing pack work successfully in your homeroom.

1. Be careful about how the understudies will actually be organized in groups. Will it be simple to form groups and make all students feel at ease? Additionally, consider how the arrangement of your classroom will affect volume. Will there be clear communication between students? To control the volume, how can you moderate the activity?
2. Request capable, normal direct between and among students to respect people's differences and lay out a far reaching environment.
3. Allow students to establish some ground rules for successful collaboration and talk to them about previous experiences with group work. Using note cards, you can successfully hold this discussion in complete secrecy.

6.6 Designing the Group Activity

The group activities can be planned using a few steps.

1. Distinguish the educational goals. Determine your goals for the small group activity, both academically (such as topic knowledge) and socially (such as listening skills). The activity should be designed to assist students in learning rather than simply to occupy their time and should be closely related to the course objectives and material. According to Roberson and Franchini (2014), students must have a clear understanding that group work is "serving the

stated learning goals and disciplinary thinking goals" of the course for group learning to be effective (280). Consider the following questions when deciding whether or not to use group work for a particular task: What is the activity's purpose? In what ways will requiring students to work in groups advance that objective? Is the activity difficult enough or complex enough to necessitate group effort? Will real teamwork be required for the project? Is there any reason why the assignment shouldn't be done in a group setting?

2. Make the errand testing. To pique students' interest in group work and encourage their progress, think about assigning a relatively straightforward task early in the term. The majority of the time, collaborative activities ought to be stimulating and challenging. Groups of students can create more sophisticated products than individuals by pooling their resources and resolving disagreements. See our educating tip "Gathering work in the Study hall: Little Gathering Assignments" for certain thoughts.
3. Relegate bunch errands that empower inclusion, reliance, and a fair division of work. Everyone in the group ought to be aware that their own success is dependent on the success of the group and that they should feel a sense of personal responsibility for the success of their teammates. Johnson, Johnson, and Smith (2014) allude to this as certain reliance and contend that this sort of agreeable learning will in general bring about students advancing each other's prosperity. For group work, knowing that your peers rely on you is a powerful motivator.
    a. Allocate fundamental assets across the gathering so that bunch individuals are expected to share data (e.g., the jigsaw technique). Or on the other hand, to concoct an agreement, haphazardly select one individual to represent the gathering, or relegate various jobs to bunch individuals with the goal that they are completely engaged with the interaction (e.g., recorder, representative, summarizer, checker, doubter, coordinator, spectator, watch, struggle resolver, contact to different gatherings).
    b. One more way to encourage interdependence is to set common rewards for the group, like a group mark
4. The number of students, the size of the classroom, the number of voices required in a group, and the task at hand will all influence the size of the group. Gatherings of four-five will generally adjust the requirements for variety, efficiency, dynamic interest, and union. Groups should be smaller the less skilled members are (Gross Davis, 1993).
5. Conclude how you will separate understudies into gatherings. The quickest method is division based on proximity or students' preference, especially in large and congested classes; however, this frequently results in students working alongside friends or with the same people.
    a. To differ bunch synthesis and increment variety inside gatherings, arbitrarily relegate understudies to groups by making note of and gathering them as per number. Another thought is to convey treats (e.g., Starburst or hard, hued confections) and gathering understudies as per the flavor they pick.
    b. You might want to assign students to groups yourself before class because, for some group tasks, diversity within a group is especially important (such as gender, ethnicity, level of preparation, etc.). On the first day of class, collect a data card from each student to learn important details about their backgrounds, knowledge, and interests. On the other hand, ask the pupils express an inclination (e.g., list four learners with whom they might most want to work or three courses they might most want to study), and remember their inclinations as you dole out gatherings
6. Permit adequate time for bunch work. Perceive that you will not have the option to cover as much material as possible assuming that you addressed for the entire class time frame. To give groups time to work, reduce the content you want to present. Make a rough estimate of

how long it will take the subgroups to finish the activity. Also, make plans for a plenary session where people can talk about general issues and questions or present the results of their groups.

7. Try to anticipate what students will say. You will not have the option to look for something incredible, yet by having some thought regarding what understudies will concoct, you will be more ready to address their inquiries and tie together the gathering work during the whole meeting.
8. Plan cooperative work in numerous structures: online synchronously, asynchronously, in pairs, small groups, large groups, etc. A few understudies may be better at offering after they had the opportunity to process material, while others may better at think on the spot. Different understudies will concede to others in enormous gatherings yet effectively contribute two by two. All jobs ought to be esteemed and included.

6.7 Introducing the Group Activity

1. Please explain why you use group work. It is necessary for students to comprehend the advantages of collaborative learning. Try not to expect that understudies understand what the instructive intention is. Expressly associate these exercises to bigger class subjects and learning results whenever the situation allows.
2. Have understudies structure bunches before you give them guidelines. Students may be too preoccupied with selecting group membership to listen to you if you attempt to give instructions first.
3. Work with some type of gathering attachment. Understudies work best together in the event that they know or trust one another, basically somewhat. Before beginning a task, students should introduce themselves to other members of their group, even during brief group activities. Consider introducing an icebreaker or activity specifically designed to foster a sense of teamwork during longer periods of group work.
4. Define the task in detail. This necessitates providing students with clear instructions and a description of the group project's final product. When group work will be done in steps, like snowballing or jigsaw, it's important to explain the big picture or the end goal. Create visual or written instructions for the students, such as charts or sequential diagrams. Keep in mind to include activity time estimates.
5. Establish guidelines for group interactions. Establish how members of the group should interact with one another, including rules like respect, active listening, and decision-making strategies, especially for prolonged periods of group work. Make a group contract a possibility.
6. Allow understudies to get clarification on some pressing issues. Students may have legitimate questions regarding the activity, even if you believe your instructions are crystal clear. Before they begin working, give them time to inquire.

6.8 Monitoring the Group Task

1. Screen the gatherings yet don't float. As understudies go about their responsibilities, circle among the gatherings and answer any inquiries raised. Additionally tune in for patterns that are arising out of the conversations, so you can allude to them during the ensuing whole conversation. Allow students time to solve their own problems before getting involved to interfere with group functioning. You might think about taking a brief break from the room. Your nonattendance can build understudies' ability to share vulnerabilities and conflicts (Jaques, 2000).
2. A lot is expected of your students. Expect that they do be aware, and can do, an incredible arrangement (Brookfield and Preskill, 1999). As you move around the room, convey your confidence in them.
3. Be slow to impart your knowledge. Avoid the natural urge to provide answers or resolve disagreements when you encounter a group that is experiencing uncertainty or disagreement. On the off chance that vital, explain your guidelines, however let understudies battle — sensibly speaking — to achieve the undertaking (Race, 2000).
4. Explain your job as facilitator. In the event that understudies reprimand you for not contributing enough to their work, consider whether you have conveyed obviously sufficient your job as facilitator.

6.9 Ending the Group Task

1. Bring the group activities to a close. Most of the time, students want to see how their work in small groups helped them or advance the subject. You can end with an entire meeting in which understudies truly do bunch revealing. According to Brookfield & Preskill (1999), "effective group reporting can make the difference between students having the impression that they are just going through their paces and the sense that they are engaged in a powerful exchange of ideas."
    a. Oral reports: Give one idea to each group and rotate through the groups until there are no more ideas. Alternately, have each group respond to the most difficult question or reveal their most surprising or illuminating insights. To prove their value, you can record ideas that are brought up.

    b. Written reports: Have each gathering record their thoughts and either present them yourself or have a gathering part do as such. One minor departure from this is to have bunches record their decisions on a part of the chalkboard or on flipchart paper that is then posted on the wall. After that, students informal circulate the room and read each other's responses. On the other hand, you can request that understudies move around the room in little gatherings, pivoting starting with one bunch of remarks then onto the next and adding their own remarks accordingly. Students can also write brief comments on index cards or Post-it notes in addition to writing written reports. Gather them, process or arrange them in order for a few minutes, and then summarize their contents.

2. Show students how you want them to get involved. Model the sensitivity and respect you want your students to have for their classmates in your responses to their responses. Prepare to acknowledge and respect opposing viewpoints. Be ready to tell your own stories, give feedback on your work, and sum up what has been said.

3. Interface the thoughts raised to course happy and goals. Be prepared to adapt your lecture plans in light of the fact that you may not get the ideas from your groups that you expected. At every possible opportunity, search for an association between bunch ends and the course subject. However, keep in mind that you or other students must clarify and correct any misconceptions or incorrect responses.
4. Limit the amount of closure provided. Albeit the entire meeting ought to wrap up the gathering work, go ahead and leave a few inquiries unanswered for additional examination or for the following class time frame. The nature of knowledge is reflected in this openness.
5. Ask students to consider the process of group work. They can do so in writing or verbally. They can learn more about what they learned and how they interacted with the group through this reflection. It likewise provides you with a feeling of their reaction to bunch work

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BAB 7
DEBRIEFING

By Yuliyanah Sain

7.1 Introduction

Debriefing is a teaching technique that is commonly used in language classrooms to enhance the learning experience of students. It is a post-activity discussion that takes place after a task or an exercise in order to reflect on what was learned and how it was learned. The purpose of debriefing is to help students process their learning experiences and to promote deeper understanding and critical thinking. In the context of language learning, debriefing can be used to help students identify areas of difficulty, clarify misunderstandings, and reinforce key concepts. It can also be used to encourage students to reflect on their own learning strategies and to identify ways to improve their language proficiency (Lee, 2017).

During a debriefing session, the teacher typically leads a discussion in which students are encouraged to share their thoughts and observations about the activity or task that was just completed. The teacher may ask questions to prompt discussion and encourage students to think critically about what they have learned. Debriefing can be used in a variety of language learning activities, such as role-playing, group discussions, and language games. It is particularly useful in communicative language teaching, which emphasizes the importance of meaningful interaction and communication in language learning (Nunan, 2016).

Overall, debriefing is a valuable tool for language teachers to promote reflective learning and help students develop a deeper understanding of the language they are learning. By encouraging students to reflect on their learning experiences, debriefing can help students become more effective language learners and achieve greater success in their language studies.

7.2 Literature Review

The use of debriefing in the language classroom is based on several learning theories. One of the main theories that supports the use of debriefing is constructivism. According to constructivism, learners construct their own understanding of the world around them through their experiences and interactions with the environment. Debriefing allows learners to reflect on their experiences and make connections between what they already know and what they have just learned. This process of reflection and sense-making promotes deeper learning and helps learners construct new knowledge and understanding (Duffy 1996).

Another theory that supports the use of debriefing in the language classroom is social constructivism. Social constructivism emphasizes the importance of social interaction and collaboration in the learning process. By engaging in debriefing discussions with their peers and the teacher, learners have the opportunity to share their ideas, compare their understanding, and negotiate meaning. This collaborative process of sense-making helps learners develop their language skills and deepen their understanding of the language (Fasnot, 1996).

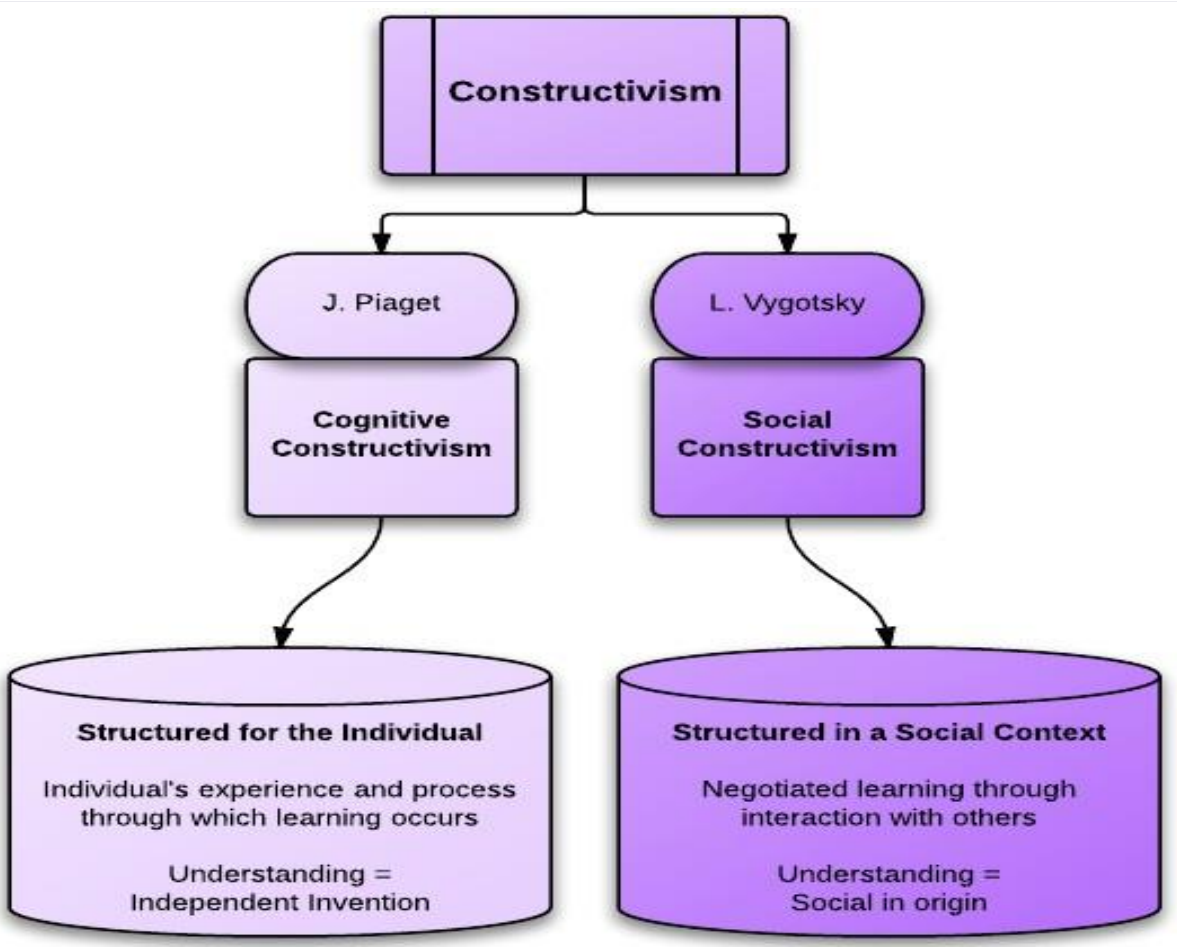


Figure 1. Constructivism Approaches
(Source: ET. Educational Technology)

Debriefing in the language classroom is a theory that refers to the process of reflecting on and discussing a language learning experience after it has occurred. This theory recognizes that language learning is a complex and multifaceted process that involves not only the acquisition of linguistic knowledge and skills but also the development of cultural competence, critical thinking, and other important cognitive and social skills (Tsui, 2009).

The purpose of debriefing in the language classroom is to provide learners with an opportunity to reflect on their learning experiences and to make meaning of them in a collaborative and supportive environment. This process helps learners to deepen their understanding of the language and culture they are studying, to identify their strengths and weaknesses, and to set goals for future learning.

Debriefing typically involves a structured discussion in which learners share their thoughts, feelings, and observations about the language learning experience. The teacher may guide the discussion by asking open-ended questions that encourage learners to reflect on specific aspects of the experience, such as their use of language in a particular context, their interactions with other learners or native speakers, or their reactions to cultural differences. Debriefing is based on the principles of reflective practice, which emphasize the importance of critical reflection on one's experiences as a means of improving one's performance and achieving professional growth. In the language classroom, debriefing can be used to promote learner autonomy and self-directed

learning, as well as to develop a sense of community and shared learning among learners. (Waring, 2003)

In conclusion, debriefing is a highly effective teaching strategy that can have a positive impact on student learning. It promotes critical thinking, encourages self-reflection, and improves retention of information. Additionally, debriefing can build a sense of community among students and create a more engaging and interactive learning environment.

To fully realize the benefits of debriefing, it is important for educators to incorporate this strategy into their teaching plans and to be intentional about facilitating effective debriefing sessions. This may involve setting clear learning objectives, creating a supportive and open learning environment, and using appropriate questioning techniques to guide student reflection and discussion. In addition, educators should be flexible in their approach to debriefing, recognizing that different learning activities and experiences may require different debriefing techniques. By tailoring debriefing to the specific needs of their students and learning objectives, educators can maximize the impact of this powerful teaching strategy. Overall, I highly recommend the use of debriefing as a regular teaching strategy to promote effective learning and critical thinking in students.

Finally, the use of debriefing is also supported by the cognitive theory of learning. According to this theory, learning involves the processing of information in the brain. Debriefing provides learners with the opportunity to actively process the information they have just learned and to consolidate it in their long-term memory. By reflecting on their learning experiences and identifying what they have learned, learners can reinforce their understanding and improve their retention of the language (Panadero, 2013)

Overall, the use of debriefing in the language classroom is supported by various learning theories that emphasize the importance of reflection, social interaction, and cognitive processing in the learning process. By incorporating debriefing into language learning activities, teachers can help learners develop their language skills and deepen their understanding of the language.

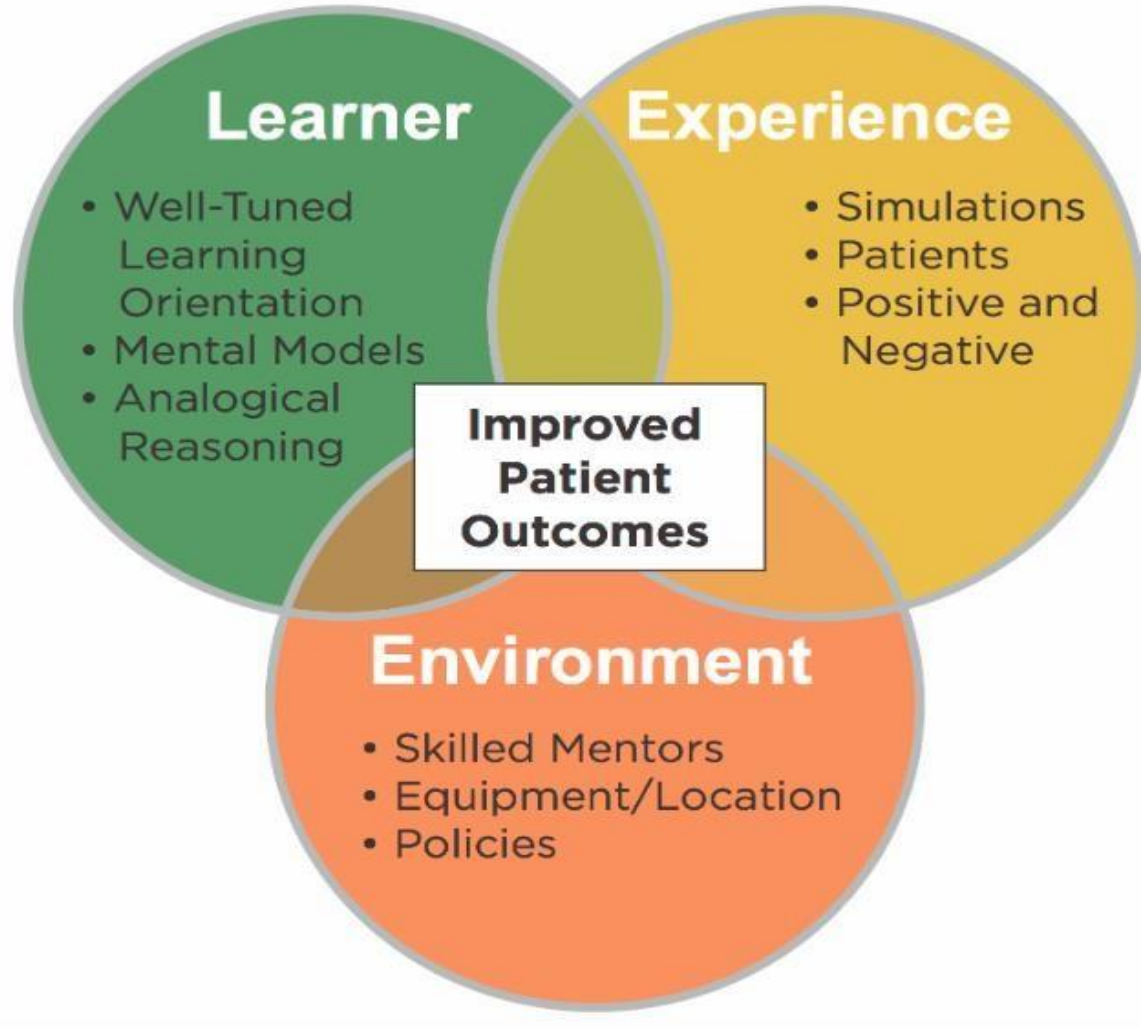


Figure 2. Learning outcomes model in debriefing
(Source: https://www.linkedin.com)

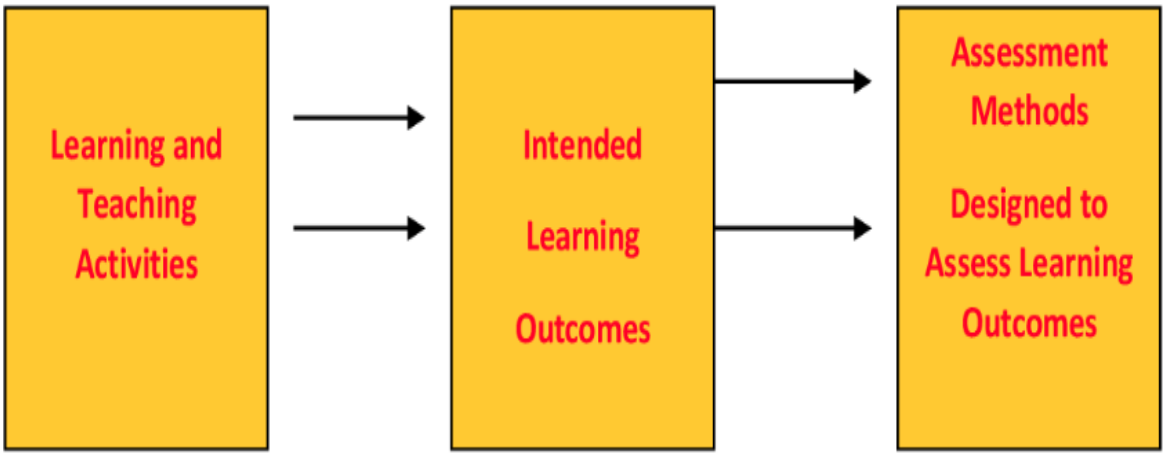
7.3 The Debriefing Strategy

Debriefing is a strategy used in the teaching and learning process to reflect on an activity or task that has been completed. The goal of debriefing is to help learners process their learning experiences, identify strengths and weaknesses, and gain a deeper understanding of the material. Here are some key elements of a debriefing strategy:

1. Set the stage: Begin by explaining the purpose of the debriefing and how it will be conducted. Encourage learners to share their thoughts and observations, and let them know that all feedback is welcome.
2. Identify key points: Ask learners to identify the key points they learned from the activity or task. Encourage them to share what they found challenging and what they found helpful.
3. Reflect: Ask learners to reflect on their learning experiences. What did they learn about themselves? What new skills or knowledge did they gain? What strategies did they use to complete the task?
4. Analyze: Analyze the results of the activity or task. What worked well? What didn't work? What could be improved? Encourage learners to identify areas for improvement and suggest solutions.

5. Apply: Encourage learners to apply what they have learned to future activities or tasks. How can they use what they have learned to be more successful in the future? What can they do differently next time?
6. Summarize: Summarize the key points that were discussed during the debriefing. This will help learners remember what they learned and provide a clear understanding of the key takeaways from the activity or task.

Figure 3. Aligning learning outcomes, learning and teaching activities and the assessment (Source: ET. Educational Technology)



7.4 The Debriefing Method of Teaching

The debriefing method of teaching is an instructional approach that emphasizes reflection and dialogue as a means of enhancing learning. In this method, learners are given opportunities to reflect on their experiences, discuss their observations, and receive feedback from their peers and/or instructors. The debriefing method is often used in simulation-based learning, such as in medical and military training, but it can also be applied to other educational settings, including language classrooms.

The debriefing method of teaching typically involves the following steps:

1. Experience: Learners engage in an experience that is designed to be challenging or realistic. In language classrooms, this could involve a communicative task, such as a role play or group discussion.
2. Reflection: After the experience, learners are given time to reflect on what happened. This can be done through writing, thinking prompts, or other reflective activities that encourage learners to examine their own learning experiences.
3. Dialogue: Learners engage in a dialogue with their peers and/or instructor about their observations and reflections. This can be done in a structured or unstructured way, depending on the learning objectives and the needs of the learners.
4. Feedback: Learners receive feedback from their peers and/or instructor about their performance and their reflections. This feedback can be used to identify areas for improvement, to reinforce strengths, and to provide support for continued learning.

The debriefing method of teaching can be an effective way to promote deep learning and critical thinking, as well as to develop important social and emotional skills, such as empathy, communication, and teamwork. By providing learners with opportunities to reflect on their

experiences, to engage in dialogue, and to receive feedback, the debriefing method can help learners to become more engaged, self-directed, and effective learners.

Debriefing is a teaching strategy that involves reflecting on and analyzing a learning experience after it has occurred. In the language classroom, debriefing can be an effective way to help students process and internalize what they have learned. Debriefing in the language classroom can take many forms, but the main goal is to encourage students to think critically about their language learning experience. This can involve asking students to reflect on what they learned, what they found challenging, and what strategies they used to overcome those challenges (Li, 2018).

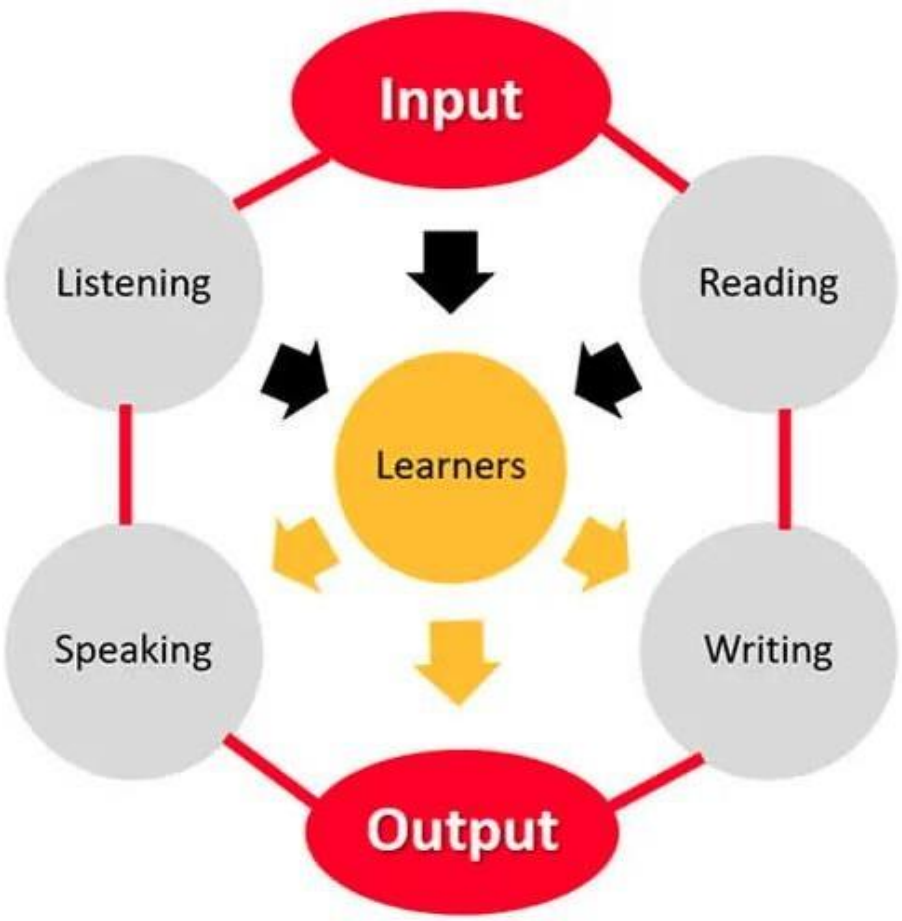
Some possible debriefing activities for language classroom include:

1. Group Discussion: Group discussions provide learners with an opportunity to share their thoughts and experiences with their peers. This can be done in a structured or unstructured way, depending on the learning objectives and the needs of the learners. Group discussions can be used to encourage learners to reflect on their language learning experiences, to analyze their own learning processes, and to exchange feedback and ideas.
2. Self-Reflection: Self-reflection is the process of thinking about one's own learning and development. It helps learners to identify their strengths and weaknesses, to set goals, and to monitor their progress. Self-reflection can be done through journaling, thinking prompts, or other reflective activities that encourage learners to examine their own learning experiences.
3. Peer Feedback: Peer feedback is the process of giving and receiving feedback from one's peers. This can be done through various forms of communication, such as writing, speaking, or online interactions. Peer feedback can help learners to identify areas for improvement, to gain new perspectives, and to build supportive relationships with their peers.
4. Role Play: Role play is a form of simulation in which learners act out scenarios that simulate real-life situations. This can be used in language classrooms to help learners practice language skills in a realistic context, to build confidence and fluency, and to develop cultural awareness and sensitivity.

These debriefing strategies can be used to promote reflective practice and active learning in language classrooms. By providing learners with opportunities to share their experiences, to reflect on their learning, and to receive feedback from their peers, language teachers can help learners to become more engaged, self-directed, and confident language learners.

Overall, debriefing is a valuable strategy for language teachers because it allows them to assess student learning and adapt their teaching accordingly. By encouraging students to reflect on their language learning experience, teachers can help them become more effective language learners and achieve their language goals. Debriefing is a powerful strategy for promoting reflection and deeper learning. By encouraging learners to reflect on their learning experiences and identify areas for improvement, debriefing can help learners become more effective and successful learners.

Figure 4. the input and the output in language teaching
(Source: ET. Educational Technology)



7.5 Debriefing in Offline and Online Classroom

Debriefing can be implemented in both offline and online language classrooms to enhance learning and promote reflective practice. Here are some ways in which debriefing can be applied in these two settings:

Offline Classroom:

In an offline classroom, debriefing can be conducted immediately after an activity or task. For example, after a group discussion or role play activity, the teacher can lead a debriefing session where learners can share their observations, experiences, and feedback with one another. This can be done through whole-group discussions or small-group reflections, and can be facilitated through the use of prompts or guiding questions.

Additionally, debriefing can be conducted through journaling or writing activities, where learners are given time to reflect on their learning experiences and to record their thoughts and observations. Teachers can also provide feedback on written reflections to reinforce learning and provide guidance for future learning.

Online Classroom:

In an online classroom, debriefing can be conducted through various online tools and platforms, such as discussion forums, video conferencing, or chat rooms. For example, after an online group discussion or role play activity, learners can engage in a debriefing session through a synchronous video conferencing platform where they can share their observations and experiences with one another.

Similarly, learners can also engage in asynchronous discussions through online discussion forums or chat rooms. This allows learners to reflect on their learning experiences and to share their thoughts and feedback with one another at their own pace.

Furthermore, online journals or reflective blogs can be used to facilitate debriefing in an online classroom. Learners can write about their learning experiences and share their thoughts and feedback with their peers and instructor.

In both offline and online classrooms, debriefing can be an effective way to promote reflective practice and enhance learning. By providing learners with opportunities to reflect on their experiences, to engage in dialogue, and to receive feedback, the debriefing method can help learners to become more engaged, self-directed, and effective language learners.

7.6 Impact of Debriefing Strategy on Student Learning

Debriefing is a teaching strategy that involves reflecting on a learning experience or activity after it has taken place. Debriefing can have a significant impact on student learning by facilitating deeper understanding and promoting critical thinking skills. Here are some ways debriefing can impact student learning:

1. Improved Retention: Debriefing can help students remember what they have learned by encouraging them to recall and summarize the key concepts and ideas from a learning activity. This can help students retain information better and be better prepared for future learning.
2. Promotes Critical Thinking: Debriefing encourages students to think critically about what they have learned, why it is important, and how it can be applied in real-world situations. This process can help students develop higher-order thinking skills and become better problem-solvers.
3. Encourages Self-Reflection: Debriefing allows students to reflect on their own learning experiences, including what they did well and what they could improve upon. This self-reflection can help students become more aware of their strengths and weaknesses and be more proactive in their own learning.
4. Builds Community: Debriefing can create a sense of community among students by allowing them to share their learning experiences and insights with each other. This can help students feel more connected to their peers and to the learning process itself.

7.7 Possible Change Brught by Debriefing Strategy

Overall, debriefing is a valuable strategy for promoting student learning and engagement. By encouraging students to reflect on their learning experiences and think critically about their own

knowledge and understanding, debriefing can help students become more effective learners and problem-solvers.
Debriefing is a reflective and collaborative process that involves a structured discussion after a learning experience, such as a simulation, role-play, or training session. The purpose of debriefing is to enhance learning by helping individuals to reflect on their experiences, identify strengths and areas for improvement, and connect their experiences to their personal and professional goals (Farrel, 2013).

Here are some possible changes that debriefing can bring to individuals and organizations:

1. Improved learning outcomes: Debriefing can help individuals to consolidate their learning and transfer it to new situations. It can also help organizations to identify and address gaps in knowledge, skills, and attitudes.
2. Enhanced teamwork: Debriefing can foster a culture of open communication and trust within teams. It can also help individuals to develop their interpersonal and communication skills, which are essential for effective teamwork.
3. Increased self-awareness: Debriefing can help individuals to become more aware of their own strengths and weaknesses, as well as their own biases and assumptions. This can lead to personal growth and development.
4. Better decision-making: Debriefing can help individuals to reflect on their decision-making processes and identify strategies for making more effective decisions in the future.
5. Improved organizational culture: Debriefing can help organizations to create a culture of continuous learning and improvement. It can also help to promote accountability and transparency.

Overall, debriefing can bring about positive changes in individuals and organizations by promoting learning, enhancing teamwork, increasing self-awareness, improving decision-making, and creating a culture of continuous improvement.

7.8 Conclusion and Recommendation

In conclusion, debriefing is a highly effective teaching strategy that can have a positive impact on student learning. It promotes critical thinking, encourages self-reflection, and improves retention of information. Additionally, debriefing can build a sense of community among students and create a more engaging and interactive learning environment.

To fully realize the benefits of debriefing, it is important for educators to incorporate this strategy into their teaching plans and to be intentional about facilitating effective debriefing sessions. This may involve setting clear learning objectives, creating a supportive and open learning environment, and using appropriate questioning techniques to guide student reflection and discussion. In addition, educators should be flexible in their approach to debriefing, recognizing that different learning activities and experiences may require different debriefing techniques. By tailoring debriefing to the specific needs of their students and learning objectives, educators can maximize the impact of this powerful teaching strategy.

Overall, I highly recommend the use of debriefing as a regular teaching strategy to promote effective learning and critical thinking in students.

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