

ACADEMIC INTERACTION BETWEEN LECTURER AND CADETS IN ONLINE MARITIME ENGLISH CLASSROOMS: ITS IMPACT ON THE CADETS' SPEAKING ABILITY

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ABSTRAK

This study discussed the impact of academic interaction between lecturer and cadets in online classes on Maritime English subject. This research was conducted to determine the influence of academic interaction between lecturer and cadets on the cadets' confidence to participate to speak in online classes of Maritime English subject. The study was conducted at Politeknik Pelayaran Barombong. Qualitative descriptive methods were used to obtain data and the data sources were 10 respondents. The instruments used in this study were indirect observation through video recordings, and interviews. The impacts of academic interaction on students' confidence to participate in online EFL classroom in term of pronunciation, vocabulary, accuracy and fluency was in low category where most of the students had pronunciation problems, limited vocabulary, talks break up and stopped due to language limitation that make them combine English with Indonesian language.

Keywords: Academic interaction, Online classroom, confidence in speaking.

1. Introduction

The existence of Corona Virus all over the world forced the government to develop new policy in order that the education could run without direct/physical interaction between lecturers and students/cadets, and the interaction between cadets and cadets. This condition pushed the education institution established an online or virtual class. Online or distance learning is learning that occurs when the teachers and students are separated by physical distance and technology is used to bridge the instructional gap (Boaz, Elliott, Foshee, Hardy, Jarmon, & Olcott, 1999) in Kilburn et al, 2009. Maritime English as one of the mandatory subjects had to be conducted virtually as well. Through online class, the lecturer tried to establish academic interaction between the lecturer and the cadets and between the cadets and other cadets.

Interaction is a collaborative exchange of thoughts, suppositions, or intentions between a teacher and students or a student and other students, coming approximately in a complementary effect on each other (D. H. Brown, 2007). (Sun et al., 2022) stated that teacher-student interaction in online education is an important factor affecting students' learning performance. Lack of interaction between teacher and students is a common failure in learning English. An increase in the amount of classroom

interaction will help (foreign) language students to learn the target language easily and quickly.

High interaction in the English class is supposed to reach better achievement in the students' English competence. Therefore, students' involvement and participation in the online classroom are very important to improve students' abilities. Students' verbal communication is evidence of their good performance in English. If there is no student participation frequently prevents the students from making progress and achieving the outcome intended for the course. Furthermore, (Zittle & Gunawardena, 1997) state that social presence is also an important part of the virtual learning interaction process for students to achieve learning goals mediated by a computerbased digital platform (computer mediated communication). This will greatly affect the reciprocal interaction between the teacher and student in the process of understanding the material being taught.

Concerning the importance of interaction, (Yusuf, 2016) argued that one of the key successes in teaching and learning depends on how well teachers build interactions with students in the classrooms. In this case, the teacher must be able to make interactive teaching materials or methods

that touch the social presence of students thus the students can feel involved in the learning process.

Therefore, the classroom interaction should be observed to get some references in developing interactive language teaching for foreign language classes. As (H. D. Brown, 2000) stated, "One way to look at your role as all initiators of interaction in the classroom is to look at yourself (and other teachers) in terms of a well-known taxonomy for describing classroom interaction." (Mackey, 1999) argues that it is very important for teachers to build an interactive learning environment in a language class that promotes meaning negotiation and generation in the target language. So, interaction is a key to language teaching in class. Besides that, (Anato Ninio and Catherine E. Snow. Boulder, 1997) advanced that only when the learners participated actively in language communication in class can they successfully learn or acquire the language.

Classroom interaction is also one of the significant elements in communicative language teaching, which highlights the switch of the teachers' role from a knowledge transmitter to a language learning facilitator. (Littlewood, 2013) proposed that teachers should change their roles in language learning classes. Teachers must implement various teaching strategies to promote students' free interaction to enhance the required communicative competencies including grammatical competence, sociolinguistics competence, discourse competence, and strategic competence (Canale, 1983) (Roysmanto, 2018) claims that self-confidence affects students' speaking skills, self-confidence is an important part of speaking skills, because it can provide enthusiasm, courage and, stimulation to students. Therefore, if students have high self-confidence, they will achieve the best performance in fluent speaking skills. This means that students who have high self-confidence do not have a problem speaking in front of the class or expressing their opinion. Students are not afraid to make a few mistakes or mistakes when they speak because they consider it a part of learning. If they make a mistake, they always have the courage and confidence to try over and over.

English, with vocabulary, grammar, and language rules that are different from Indonesian, will have a fairly high level of difficulty for students. In this case, the positive attitude of the teacher is needed to help the success of students in absorbing it. It is in line with (wardana, 2016) says that basic skills and creativity of teachers are needed to motivate and help students to easily

absorb the material taught so that students are confident and dare to speak English and ultimately they are skilled in English.

The researcher believes that self-confidence can make students believe and be motivated to have good performance, as well as self-confidence, can reduce students' discomfort and anxiety when they speak English. The achievement of speaking skills is considered to be highly correlated with confidence. In other words, it can be said that where there is confidence, there will be good communication/interaction.

2. Research Method

A qualitative method in the form of a descriptive design was employed in this study. In this case, the results of the research which is then processed and analyzed to draw and produce conclusions that clarified the picture of the object of study. Gay (2012).

In this research, there were two instruments used by the researcher; they were interview and video recording. The researcher used interviews to support the data. Chaedar Alwasilah (2002) states that by interviewing the respondent, a researcher can get in-depth information. Besides that, the researcher also used video recording during online teaching and learning process as technique for capturing natural interaction used in the classroom in detail. The researcher also analyzed the cadets video presentation and their role plays recordings. Burns (1999) says that recording can be valuable in furnishing researchers with objective, first-hand data for analyzing data of teacher and students' behavior in the classroom. (Nunan, 2013) supports the use of recorded data that allows for the preservation of the primary data, for example in the form of audio or video recordings.

3. Findings and Discussion

The data about the impacts of interaction to the students' self confidence to participate in speaking in online class were obtained from video recording and interviewed. The video recording of online class indicated that the students were intended to participate in speaking but they have limitations to express their ideas.

Excerpt 1(Interaction in Online class)

T: Gagarin, do you understand my instruction ?
02.07

S: Yes, mam. I do 02.08

T: Ok, could you please make an example? 02.10

S : 02.12 aa I wake up at
7am in the morning everyday. 02.18

T: ok, great Gagarin wakes up at 7am every morning, right ? 02.22

S : Yes mam, 02.24

T: Ok, Gagarin wakes up at 7 am every morning. This is one example of the routine activities ya, when you wake up in the morning, routine activities. kegiatan rutin. ok, anymore example ikdam ? 02.40

Excerpt 2 (cadets role play recording)

Cadet A: Excuse me Bro.

Cadet B: Whats up Bro?

Cadet A: Do know ...Siloam hospital?

Cadet B: Yes I know

Cadet A: Oh I triing to find..aaa.. Siloam hospital. Col you tell me how do I get there?

Cadet B: Ok go down this street, Permandian Alam street and then go over a bridge. After the bridge, keep straight a head to Metro Tg Bunga Street and you will seeCPI or Central Point of Indonesia. Down the street. You will see it on your right.

Cadet A: Ooh I pend it. On my right

Cadet B: Yes it will be on your right

Cadet A: Oh bro thank you so much

Excerpt 1, one of the interaction between the lecturer and cadets in the online class, shown that the cadet can response the lecturer's instruction although it required some seconds to think the correct words or sentences to express. This also occurred on some other cadets or even worse, since some cadets tried hard to expressed their ideas in English but they had to combine their language in Indonesian language if they did not find the English words.

There are several factors effecting the students participation in the class, as Tsui (2001) in (Lap & Thy, 2017) stated that language proficiency, type of tasks, wait-time preparation are some elements that influence the students involvement in the class. The cadets are not able to response the instruction of the lecturer if they have language limitation to understand the instruction or even if they understand, they are lack of vocabulary to express their thoughts.

In line with this condition, (Patau, 2020) discovered that the highest factor affecting students' participation in speaking English are lack of basic language skills (grammar and vocabulary) and feedback during activities (lecturer to students). This finding is also supported by (Susanti, 2020) who revealed that the students found obstacles in communicating ideas, helping each other, previewing the previous materials, and

overcoming anxiety in making mistake during online class. (Englishtina et al., 2021) found some technical issues that influenced the students lack of participation in online EFL class. Furthermore, (Vonderwell, 2005) explored the components that effects the students participation in online class such as technology and interface characteristics, content area experience, student roles and instructional tasks, and information overload.

Excerpt 2, is derived from one of the interactions between cadet and cadet, in a role play situation. From this recording, it is implied that the cadet had some limitations in pronunciation and intonation, lack of vocabulary and lack of selfconfidence.

The cadets' lack of pronunciation also shown from interview. The following interview excerpt demonstrated the mispronunciation of some words.

Excerpt 3. (Interview to a cadet)

R: Ok cadet, Ok, Wahyu thank you for your answer, now we move to the next question tell me about your unforgettable experience

S: My fess..... The fess sailing,

R: Do you mean first sailing?

S: Ah... yes, the first sailing from jampea to labuang bajo city about 3 months in the ship, after labuang bajo than go to tarakan and I drive the ship. Jadi sebelum masuk sekolah pelayaran saya sudah pernah berlayar sebelumnya mam. (so, before entering POLTEKPEL i had sailed before mam) This excerpt indicated the lack of vocabulary as well, as shown in sentence 4, 5 and 6 from the students' last response. They also stated that they have less confidence in speaking.

Self-confidence is one of the dominant factors for the students to be involved in speaking class. Therefore, (Listyani & Kristie, 2018) discovered in their research that there are some strategies used by the lecturer to develop the students' self-confidence, they are, role play, small group discussion and presentation.

The lectures have to struggle to encourage the cadets to participate in speaking activity in online class, since there are some obstacles faced by lecturers and students/cadets in online class.

4. Conclusion

Academic interaction in Maritime English online class between lecturer and cadets have some obstacles particularly in speaking activities, in terms of the cadets' low proficiency in English; lack of vocabulary, have pronunciation problems and the cadets' are lack of self-confidence the terms of technology limitation.

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