

**INSTRUCTOR – CADETS INTERACTION IN MARITIME
ENGLISH CLASSROOM (A CASE STUDY AT
POLITEKNIK PELAYARAN BAROMBONG)**

**INTERAKSI INSTRUKTUR – TARUNA DALAM KELAS
BAHASA INGGRIS MARITIM (STUDI KASUS DI
POLITEKNIK PELAYARAN BAROMBONG)**



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**GRADUATE PROGRAM
MAGISTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2021**



**INSTRUCTOR – CADETS INTERACTION IN MARITIME
ENGLISH CLASSROOM (A CASE STUDY AT
POLITEKNIK PELAYARAN BAROMBONG)**

A THESIS

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Written and Submitted by

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THESIS

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Makassar, February 17, 2021

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ABSTRACT

FITRIANI HILAL, *Instructor-Cadets Interaction in Maritime English Classroom (A Case Study at Politeknik Pelayaran Barombong)*. Graduate Program at Muhammadiyah University of Makassar, Supervised by H.Bahrin Amin and Erwin Akib.

The research was to explore instructor-cadets interaction in maritime English classrooms. Specifically, it sought to reveal (1) the patterns of the instructor-cadets interaction in the classrooms and (2) cadets' perception on the indicated interaction patterns.

Designed to be a single-case study, the research was conducted at *Politeknik Pelayaran Barombong*, Makassar, one of the leading seafaring education and training institutions in East-Indonesia. The data were obtained through classroom observation and interview.

As the results, the findings elucidate that (1) the patterns of the instructor-cadets interaction were categorized into one-way, two-way, multi-way traffic, even there was a new hypothetical traffic proposition "*semi multi-way traffic*" identified empirically besides the three traffics, and (2) based on the cadets' perceptions toward the indicated patterns, it could be revealed that (a) they were aware of the indicated patterns and (b) there are some determinant factors of the three indicated interaction patterns, especially for the one-way traffic, i.e; having not understood the lesson materials, fear of being underestimated, teacher's negative prejudice behavior, and being exhausted physically and psychologically by the military learning activities.

Keywords: *Interaction Patterns, Instructor-cadets Interaction, Maritime English Classroom*



ABSTRAK

FITRIANI HILAL, *Interaksi Instruktur - Taruna Dalam Kelas Bahasa Inggris Maritim (Sebuah Studi Kasus di Politeknik Pelayaran Barombong)*. Program Pascasarjana, Universitas Muhammadiyah Makassar, dibimbing oleh H Bahrin Amin dan Erwin Akib.

Penelitian ini bertujuan untuk mengeksplorasi interaksi instruktur-kadet di kelas bahasa Inggris maritim. Secara khusus, penelitian ini berusaha untuk mengungkapkan (1) pola interaksi instruktur-taruna di ruang kelas dan (2) persepsi taruna tentang pola interaksi yang ditunjukkan.

Didesain sebagai studi kasus tunggal, penelitian dilakukan di Politeknik Pelayaran Barombong, Makassar, salah satu lembaga pendidikan dan pelatihan pelaut terkemuka di Indonesia Timur. Data diperoleh melalui observasi kelas dan wawancara.

Hasilnya, temuan penelitian ini menjelaskan bahwa (1) pola interaksi instruktur-taruna dikategorikan menjadi lalu lintas satu arah, dua arah, multi arah, bahkan ada proposisi lalu lintas hipotetis baru "lalu lintas semi multi arah" diidentifikasi secara empiris selain ketiga pola lalu lintas tersebut, dan (2) berdasarkan persepsi taruna terhadap pola yang ditunjukkan, dapat diketahui bahwa (a) mereka mengetahui pola yang ditunjukkan dan (b) terdapat beberapa faktor penentu dari ketiga pola yang ditunjukkan. pola interaksi, terutama untuk lalu lintas satu arah, yaitu; belum memahami materi pelajaran, takut diremehkan, prasangka negatif guru, dan kelelahan fisik dan psikis karena kegiatan belajar militer.

Keywords: *Pola Interaksi, Interaksi Instruktur-Taruna, Kelas Bahasa Inggris Maritim*



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The researcher realized that this thesis is still far from being perfect. Therefore, all criticisms and suggestions will be strongly appreciated. She also hopes that the thesis being bale to give a contribution to the improvement of teaching and learning English process.

Makassar, 17 February 2021

FITRIANI HILAL



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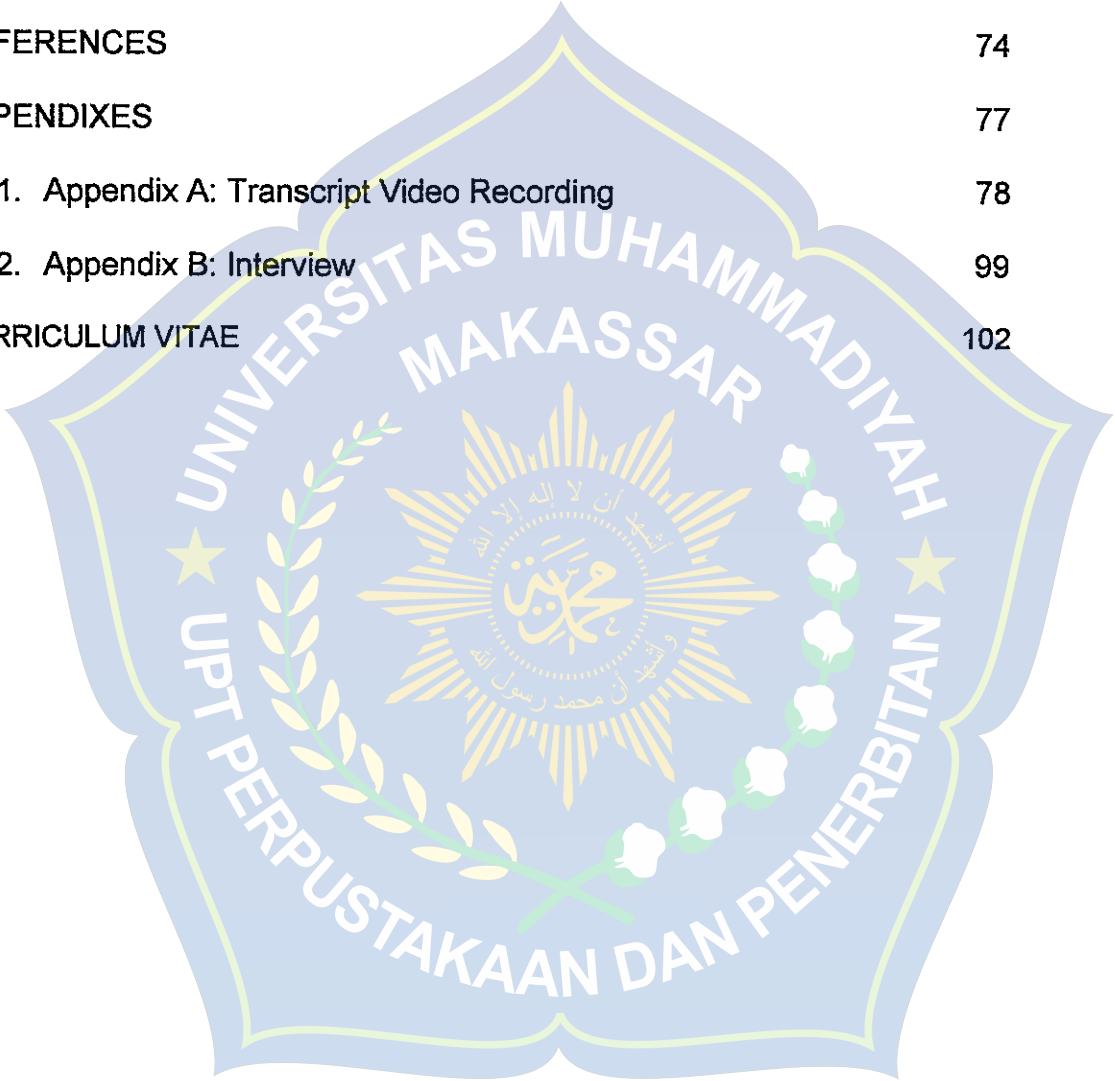
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CHAPTER I

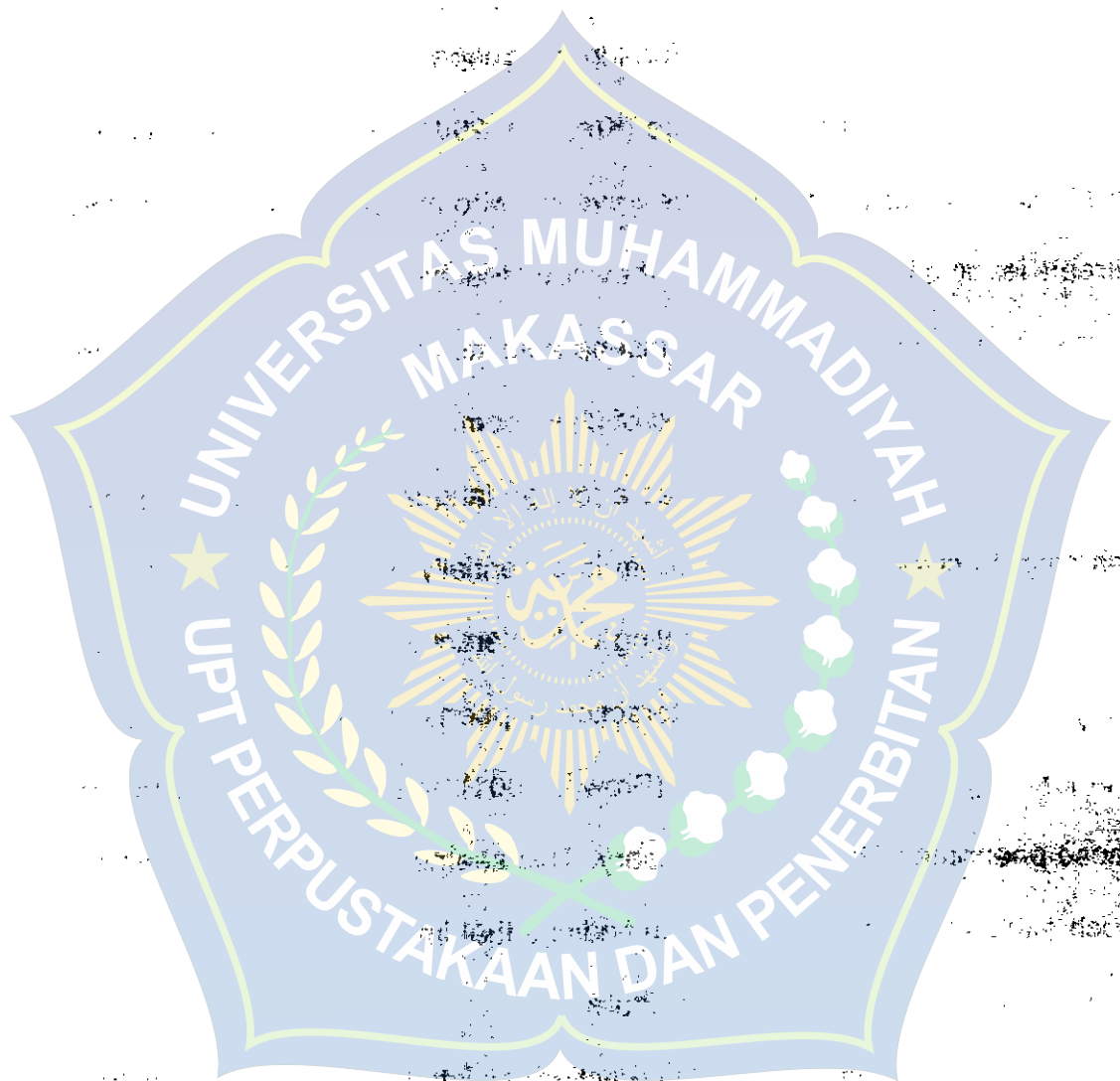
INTRODUCTION

A. Background

Learning a second or foreign language means undergoing the process of acquiring the language (Krashen, 2001). Such a process is just like a journey. Since students are travelers who are still unfamiliar with the streets leading to the destination, they need teacher as a guide. This is how students and teacher become inseparable components in the learning process, particularly in the context of classroom.

As the venue for English as a foreign language (EFL) teaching and learning process, an EFL classroom is essentially a world that provides a lot of interesting phenomena dealing with interaction between teacher and students. How the classroom interaction happens significantly impacts on the learning target achievement (Brown, 2001); therefore, explorations of those phenomena become necessary. This seems to make a sense since such explorations can culminate in findings that imply fresh ideas of better EFL teaching and learning in the future.

Like other sorts of verbal interaction, an interaction between teacher and students in a foreign language classroom is basically a social interaction through language in which talks are given and heard, ideas are exchanged, feelings are expressed, questions are asked and answered, and instructions are given and followed (Hall, 2003). What makes it so distinctive is that it has teacher and students as its participants and is meant to be students' process of acquiring the target language. In fact, a classroom



interaction is constructed of two components; teacher talk and student talk, and it enables its participants (teacher and students) to play their roles effectively in the teaching and learning process (Choudhury, 2005). From here, we can see that in the context of foreign language classroom, the thing called classroom interaction is essentially the teaching and learning process itself. This is how the idea that classroom interactions contribute a lot towards learning achievement comes up.

It seems unarguable that positive things derived from a foreign language learning process are mostly due to good interactions among the classroom "inhabitants". The interactions create the opportunity to negotiate, to provide students with increased chances for comprehension of the target language, and to acquire target discourse conventions and practice higher level communicative skills (Stevens, 2011). Completing this idea, Ellis (2008) proposes that through good interactions in the teaching and learning process, teacher constructs interactive learning environments, where students can practice communicating with each other to generate meaning in the target language.

The above-elucidated ideas lead us to understand that teacher-student interaction are chiefly to facilitate a foreign language learning process in the classroom, which is fundamentally intended to enable students to acquire the target language. Conclusively, those ideas are to back Krashen's (2001) notion that a foreign language acquisition always requires meaningful interactions through the target language in real situations with low level of anxiety.



Politeknik Pelayaran Barombong (Barombong Maritime Polytechnic)

is one of the east Indonesia's leading seafaring education and training institutions. Situated in Barombong, Makassar, the institution currently has more than a thousand cadets. Projected to become competent seamen who represent the archipelago state in the merchant marine world, those cadets are educated and trained to have all the knowledge and skills required in the merchant marine businesses, including English language. Then demanded to produce ready-to-hire seamen with sufficient English speaking skill, the Barombong Maritime Polytechnic employs some EFL instructors, who are expected to help the cadets acquire the world's number one international language in the learning process. Besides, at this state institution, English is one of the most important courses that the cadets have to take in every semester of their study. This absolutely implies the institution's solemnity in the effort to create internationally qualified seamen.

Since all the cadets are projected to be competent at maritime English before their graduation, the teaching and learning processes here refer to the IMO's (International Maritime Organization) curriculum: the IMO model courses, which has been designed to enable learners to communicate in English both on board and at port, in which the purpose of the IMO model courses is to assist training providers and their teaching staff in organizing and introducing new training courses, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved. Realizing that the regular meetings are never enough to reach the learning target, the



institution provides the cadets, particularly those with low aptitude, with extra classes.

In the results of the researcher's preliminary observation concerning on the research locus, Barombong Maritime Polytechnic, he found that (1) the instructor-cadets interactions in the teaching and learning process within the EFL classrooms interaction at this reputable maritime education and training campus are so typical, and the typicality is generated by at least two factors; the type of English taught and learnt (maritime English) and the general rules applied at the campus (semi-military system); and (2) there have been many previous researches having conducted the researches focusing on the classroom interaction and the patterns of the teacher-student interaction, but as long as the researcher's preliminary observation, there has not been any research conducted the focuses on the maritime field on revealing the classroom interaction patterns using Lindgren's three conceptual interaction traffic patterns (1991), one-way, two-way, and multi-way traffic, concerning on the first type of the classroom interaction proposed by the Moore (1994), the teacher-student interaction.

Thus, based on the so typical maritime conditions happening at the research locus and the focuses of the previous findings having not conducted yet the patterns of the classroom interaction patterns focusing on the instructor-cadet interaction were considered by the researcher as the interesting factors determining him to conduct his research on the interaction traffic patterns occuring within the maritime clasrrom interaction at *Politeknik Pelayaran Barombong*. Having contemplated the research



background above, the researcher eagerly intended to conduct a research focusing on the interaction traffic patterns of the instructor-cadets interaction under the title "*Instructor-cadets Interactions in Maritime English Classroom (A Case Research at Politeknik Pelayaran Barombong)*". It was highly assumed that there are at least two benefits which can be derived from this research; (1) it can reveal more realities dealing with teacher-students interaction in EFL classroom and (2) it can culminate in findings which inspire better teacher-students interaction system to be applied in maritime English classrooms, especially focusing on its dynamic process of the teacher-students interaction, its interaction traffic patterns. For these important benefits, the research is considered necessary and deserves to be conducted as a scientific task.

B. Research Questions

Lindgren (1991) has mentioned that within the teacher-students classroom interaction, there are three interactions traffic patterns; one-way, two-way and multi-way traffic. Considering this, the researcher formulated the following research questions;

1. What are the patterns of the instructor-cadets interaction in the maritime English classroom?
2. How do the cadets perceive the indicated patterns of the instructor-cadets interactions in the maritime English classroom?



C. Objectives of the Research

Following those formulated research questions, the research sought to reveal;

1. To reveal the patterns of the instructor-cadets interactions in the maritime English classroom.
2. To reveal the information from the cadets' perceptions the indicated patterns of the instructor-cadets interactions in the maritime English classroom.

D. Significances of the Research

As a scientific project, the research is believed to have both theoretical and practical significances of the research; 1) Theoretically, it contributes towards the theories of language classroom interaction, especially focusing on the dynamic process of one of the of the teacher-students interaction patterns, the three interaction traffic patterns (one-way, two-way, and multi-way traffic pattern); and 2) Practically, it is projected to reach findings which become another reference for both EFL teacher and students, particularly those of maritime education and training colleges, dealing with effective teacher-students interactions in the teaching and learning process.



E. Scope of the Research

For effectiveness and efficiency, the research is restricted in terms of discipline, content, activity and location. In discipline, it is in the domain of applied linguistics in the area of discourse analysis; in content, it focuses on instructor-cadets verbal interaction patterns in which to reveal the patterns, the researcher implemented a conceptual theory proposed by Lindgren (1991) focusing on the dynamic process of the instructor-cadets interaction patterns through his three conceptual interaction traffic patterns (one-way, two-way, and multi-way traffic interaction pattern) in maritime classroom; in activity, it is conducted through data collection (observation and interview) and data analysis (condensation, display, and conclusion drawing and verification).



CHAPTER II

REVIEWED LITERATURE

The Qu'ran states that Allah SWT will exalt and glorify educators than other Muslims who are not knowledgeable and are not educators. The word of Allah SWT in surah al-mujadilah verse 11.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّعُوا فِي الْمَجَالِسِ فَاقْسِعُوا بِحَمْدِ اللَّهِ لَكُمُ الْوَسْءُ وَإِذَا قِيلَ أَنْشُرُوا فَانْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

A. Previous Findings

Studies on teacher-students classroom interaction have long been conducted. Below are some of the recent ones.

Li and Jee (2019) conducted a comparative study under the title *The More Technology the Better? A Comparison of Teacher-student Interaction in High and Low Technology Use Elementary EFL Classrooms in China*. Their findings reveal extensive teacher-centered technology use in EFL classrooms and warrant an urgent need to discuss the importance of and potential approaches to enhancing EFL teachers' pedagogical awareness and competence in technology-assisted language instruction. Distinctively, this research focuses on patterns of instructor-cadets interaction in maritime English classroom in which the conceptual theory that the researcher applied the Lindgren's three conceptual interaction



traffic patterns (1991) in this research to reveal the patterns the classroom interaction focusing on the instructor-cadet interaction .

In the study conducted by Havik and Westergard (2019) entitled *Do Teachers Matter? Students' Perceptions of Classroom Interactions and Student Engagement*, they sought to discover associations between students' perceptions of classroom interactions and students' emotional and behavioral engagement. They found that students who perceive high-quality classroom interactions are more engaged. The findings also reveal that students' engagements are related to age and gender factor; students of primary school are emotionally more engaged than those of secondary school, and female students are behaviorally more engaged than male. Distinctively, this research is a qualitative study seeking to explore patterns of instructor-cadets interaction in maritime English classroom.

Willing to reveal impact of teacher-students interaction on students' involvement and negotiation of meaning in EFL classroom, Hoque (2017) conducted a study under the title *The Effect of the Teacher-students Interaction; An Evaluation of an EFL Classroom*. In the qualitative study, he found that the teachers tend to expose their identity in different ways for both different roles and local positioning, and the students do not respond willingly to the teachers' questions and are not fully engaged in the classroom discussion. The findings suggest that teachers should be more aware of the socioeconomic and context-sensitive aspects of their interactions with students in order to make moment-by-moment decisions



that can increase negotiation of meaning and learning opportunities. Distinctively, this research intends to discover more realities dealing with patterns of teacher-students interaction in maritime English classroom.

Arisandi (2018) carried out a study entitled *Classroom Interaction Patterns in EFL Task-based Classroom* as an effort to reveal the interaction patterns emerging when a lecturer employs task-based instructions in an EFL classroom. He found that such an EFL classroom is dominated by student-lecturer and student-student interactions. Distinctively, this research is to reveal patterns of teacher-students interaction in maritime English classroom.

To develop a deep understanding of interaction in foreign language classroom based on Indonesian teaching and learning process, Sundari (2017) undertook a study entitled *Classroom Interaction in Teaching English as a Foreign Language at Lower Secondary Schools in Indonesia*. She discovered that classroom interaction can be more comprehended under the background of interrelated factors such as interaction practices, teacher and students' factors, learning objectives, materials, classroom contexts and outer contexts surrounding the interaction practices. Distinctively, this research explores teacher-student interaction in the context of maritime English classroom.

Conclusively, it can be deduced that the gap between the research and those previous studies is derived from its focus and contexts. Intended to explore the different focus on the patterns of teacher-students interaction in the context of maritime English classroom using Lindgren's three



conceptual interaction traffic patterns (one-way, two-way, and multi-way traffic), the research has the opportunity to reach new findings dealing with patterns of teacher-students interaction in EFL classroom. For this reason, the research was considered to fulfill the novelty aspect as a scientific deed.

B. Pertinent Ideas

1. Classroom Interaction

a. Definition of Classroom Interaction

Cambridge Advanced Learner's Dictionary (2006) mentions that "classroom" is a room in a school or college where groups of students are taught, while "interaction" means communication between two people or among a group of people. Accordingly, it can simply be inferred that the phrase "classroom interaction" etymologically refers to communication between teacher and students or among students in a teaching and learning process in a classroom. However, as a fixed terminology, "classroom interaction" seems to have big complexity and a broad area that need to be explored deeply for sufficient comprehension. In other words, etymological understanding of the term is never enough.

Teaching and learning are a set of interactive acts (Anderson, 2003). In the classroom, communication between teacher and students goes on and on as initiatory or responsive acts, and such communication is known as "interaction". For this reason, Brown (2001) defines classroom interaction as patterns of verbal and non-verbal communication and types of social relationship occurring within a classroom, implying that a study of classroom interaction typically deals with classroom discourse and second or foreign



language acquisition. From here, we can learn that classroom learning is essentially a cooperative effort between teacher and students; it points out how teacher and students interact with each other in order to build and maintain a classroom teaching and learning process.

In the context of second or foreign language teaching and learning process, classroom interaction is so vital that Pinter (2006) argues that it is essentially the learning process itself. This does make a sense since in a language classroom, such interaction, which is typically in form of sending, receiving and interpreting messages and negotiating meanings, provides students with opportunities to practice communicating their ideas in the target language (Krashen, 2001). In fact, classroom interaction is a practice that enhances the development of the two very important language skills, which are speaking and listening, among the learners, signaling that such interaction aims at meaningful communication among the students in their target language. Enriching these ideas, Evertson and Harris (1999) mention that the term classroom interaction refers to the interaction between the teacher and the students, as well as interactions between the students; it occurs through the classroom activities involving all the classroom "inhabitants" (teacher and students). Definitely, interaction here refers to conversational exchanges which come up when participants try to accommodate potential or actual problems of understanding through certain strategies such as comprehension check, clarification, elaboration, etc. To conclude those ideas, Choudury (2005) mentions that classroom interaction



happens as teacher talks with students about either an academic topic or students' behavior.; it is typically verbal communication between teacher and students as well as among students in the teaching and learning process.

Completing those ideas, Van Lier (1991) proposes some types of classroom interaction; collaborative learning, discussion and debates, interactive sessions, loud reading, story-telling, soliloquies, conversation with learners, and role play. Those types of classroom interaction are beneficial to both teacher and students since they can help teacher play all his roles, help students identify their own learning method, guide students to communicate with their peers easily, give students an exposure to the various genres of the language learning, help students come face to face with the various types of interaction that can take place inside the classroom, create meaningful communication among students in the target language, probe into students' prior learning ability and their way of conceptualizing facts and ideas, etc. From here, we can see that classroom interaction includes all of the classroom events, both verbal and non-verbal interactions. The verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression by the teacher and students when they communicate without using words. These two kinds of interaction dominate the classroom events and influence students' foreign language acquisition and therefore become so necessary in that students learn not only through comprehensible input but also their own output (Wolff, 2005). In fact, classroom practices are



classified into three different categories; those focusing on teacher-to-student discourse in whole-class work, those focusing on student-to-teacher discourse in whole-class work, and those focusing on learner discourse in pair- and group work (Pinter, 2006).

Finally, it can be deduced that in the context of foreign language learning,

the thing called classroom interaction is basically social interaction among all the class "inhabitants" (teacher and students). In such an interaction, material is delivered and learnt, instructions are given and followed, ideas are exchanged, questions are asked and answered, feelings are expressed, and the target language is practiced.

b. Elements of Classroom Interaction

Contemplating the above-elucidated ideas, we can now come to the comprehension that as social interaction occurring in teaching and learning process in a classroom, classroom interaction is constructed of some elements. Regarding this, Lindgren (1991) proposes four elements of classroom interaction; teacher, students, material and facility.

- Teacher

Undoubtedly, teacher is the key element of classroom interaction in that this element determines and controls all the classroom activities. It does not take a genius just to see what a classroom learning process would be like without teacher's presence. In relation to this, Brown (2001) proposes



seven roles of teacher in classroom interaction; controller, assessor, corrector, organizer, prompter, resource and observer.

Being the classroom manager, teacher is responsible for the entire teaching and learning process. This is how teacher plays his/her role as the controller. As mentioned by Van Lier (1991), teacher's control of the teaching and learning process in the classroom is essential part of the effort to transmit knowledge from himself/herself to students.

Playing the role of assessor simply means showing students that their accuracy is being developed by providing them with correction or praise (Brown, 2001). As teacher plays this role effectively, students get informed about their strengths and weaknesses and therefore know their levels and what they need to focus on.

It is teacher's obligation to provide his/her corrective feedback whenever students make a mistake in the practice of using the target language (Long, 1996). This is how teacher performs as a corrector in the teaching and learning process in a foreign language classroom. Simply, this role of teacher's makes students aware of their mistake and leads them to fix the mistake independently.

Being the organizer, teacher sets up different things as the classroom activities (Brown, 2001). Playing this role means organizing pair and group work, instructing students, and finally stopping everything as the time is up. In short, all the classroom activities should be well-organized in order to reach the learning target, and this can happen only when the teacher is a good organizer.



Playing the role of prompter means encouraging students to think creatively (Long, 1996). In many ways, prompting is much better than dictating in that it leads students to be more independent learners, hence, it can be said that a good teacher is a good prompter.

Practically, a teacher is a source to students in the classroom (Brown, 2001). This simply means that the teacher functions as provider of all the knowledge and instructions needed. As the teacher plays this role well, the students can rely on him/her in the teaching and learning process in the classroom.

As described previously, classroom interaction is essentially social interaction with teacher and students as its participants. To have good classroom interactions among those participants in the teaching and learning process, a teacher must be a good observer (Storch, 2002). Through the observation, the teacher can find out the students' conditions and immediately determine how to conduct interactions with them effectively in the teaching and learning process.

Ideally, a foreign language teacher is demanded to play the seven roles at once in the teaching and learning process in the classroom, and absolutely, it is language which enables the teacher to do so. It is unarguable that classroom interaction, through which learners learn about and acquire the target language, greatly relies on teacher's competence. As the classroom manager, a teacher is demanded to initiate and maintain a harmonious interaction with the learners during the teaching and learning process through effective talks (Long, 1996). In other words, whether or not



classroom interaction can go as expected significantly relies on the way teacher talks to the learners during the class. With teacher's effective talks, classroom interaction becomes alive, stimulates learners' involvement, fuels their motivation and enables them to understand and practice the material being taught. On the contrary, when the teacher's talks are unclear to the learners, the classroom will be awash with confusion, and none of the classroom activities can be conducted properly. From here, we can now come to the idea of the importance of teacher talk (TT).

TT is the special language that a teacher uses when addressing students in the classroom (Ellis, 2008). According to Long (1996), TT deals with adjustments to both language form and language function made by the teacher in order to facilitate communication with students in the classroom. As an instrument of teaching plan implementation, it is very important for both classroom management and students' language acquisition. In relation to this, Xiao-hui (2010) abridges that the use of language by language teacher in the classroom relates to language position (first, second and foreign language), language function (instructional and management talk) and frequency of language use. In addition, Xiao-hui (2010) mentions that teacher's language is not only teaching medium but also teaching materials. When hearing teacher's instruction, explanation, direction and question, students actually learn not only about language but also how to use the language. In other words, whatever the teacher says in the target language is a real example of how to use the language. Concluding this, Long (1996) mentions that TT has three major aspects; psychological, interpersonal and



pedagogical aspect. The psychological aspect relates to the voice produced by teacher which can influence students' psychological state; interpersonal aspect deals with how teacher speaks with utterances which are structured appropriately in order to a good classroom climate; and pedagogical aspect is strongly connected to how teacher organizes the lesson.

In the Quran surah Luqman verse 18, He teaches morals and attitude to his children. It teaches you not to be arrogant, self-praised, and not to raise your voice.

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

"And do not turn your face away from people in scorn and pride, nor walk about on the earth haughtily. Surely, Allah does not love any self-conceited boaster".

TT supports students in practicing the target language since it provides them with language input as language model (Pinter, 2006). When a teacher adopts the target language to promote his/her communication with students in the classroom, the students practice the target language by responding to what the teacher says. Besides, the teacher's speech act enables the class to go as expected since it controls the students' discipline and behaviors. Regarding this, there are three main purposes of teacher's language use in the classroom interaction according to Long (1996); language used for pedagogic purpose of the lesson, language used for the organization requirements for the lesson, and (3) language used for private information.



Language functions in term of instructional and management talk in EFL classroom relate to teacher's roles in the classroom. For this reason, Brown (2001) proposes two claims that distinguish between the two types of teacher talk; (1) instructional talk is the language used by teacher in transferring teaching materials; it includes teacher's explanation about the subject matter, questions, and responses to students' questions and answers and (2) management talk deals with the enforcement of classroom activities such as greeting students, arranging students' seats, checking students' presence, etc.; it consists of transactional expressions used to manage the interaction in the class. Completing this idea, Ellis (2008) proposes that teacher provides students with his/her instructional talk in five different contexts; giving explanation, giving direction, giving correction, asking question and answering question.

- *Students*

Students are another key element of classroom interaction. Being the object of teacher's act of teaching, students also determine how the classroom interactions go in the teaching and learning process (Ellis, 2008). In Long's (1996) notion, students' involvement in the classroom interaction relies on some factors such as motivation, attention towards the subject, ability to generalize, ability to understand the material, and ability to apply what has been learnt. This idea seems related to Ellis' (2008) view on students' roles in the teaching and learning process. According to this scholar, students' roles include planning their own learning and thus ultimately assuming responsibility for what they do in the classroom,



monitoring and evaluating their own progress, learning by interacting with each other, tutoring each other, learning from the teacher, other students and other resources.

Like teacher, students also get involved in classroom interaction with teacher through their use of language. This is how we have the term "student talk" (ST). ST is simply defined as the special language used by students in classroom interaction; it includes students' response, initiation and confusion (Long, 1996). Students' response deals with their verbal reactions towards teacher's question and instruction; students' initiation is about how they initiate a conversation, usually by asking a question; and students' confusion is related to their use of expressions implying their confusion or misunderstanding.

- *Material*

Material is what is taught and learnt through classroom interaction (Pinter, 2006). This third element also influences "shape" of classroom interaction in the teaching and learning process. In fact, the interactions in the teaching and learning process with simple materials are different from those with complicated ones.

Ideally, learning material is taught interestingly in order to grab students' attention. Dealing with this, Van Lier (1991) highlights that in designing a material and determining the task, teacher should consider students' tendencies. It is also possible to allow students to describe their ideas before deciding how to deliver the material in the teaching and learning process.



- *Facility*

In the context of classroom interaction, facility includes the classroom itself,

learning media, teaching aids and any equipment which can help smooth the teaching and learning process in the classroom (Lindgren, 1991). Facility is highly considered to be the fourth element since it determines whether or not a classroom activity can be carried out effectively and therefore colors the classroom interactions in the teaching and learning process. How can a listening practice, for instance, be given to students when there is no audio system in the classroom?

Finally, we can come to the conclusion what is called classroom interaction is fundamentally constructed of teacher, students, material and facility as its elements. Further, this conclusion leads us to apprehend that those elements can be classified into two main categories; human, which covers teacher and students, and non-human, which includes material and facility. Despite domination of the human elements, there seems to be no reason to underestimate the non-human since they can also color the classroom interactions in the teaching and learning process.

c. **Types of Classroom Interaction**

Moore (1994) proposes three types of classroom interaction; teacher-students, student-student and student-content interaction. Absolutely, each of the types has its own characteristics.

- *Teacher-students Interaction*



Teacher-student interaction plays vital role in the effort to develop students' language knowledge and skill. As mentioned by Long (1996), through this type of interaction, students can practice not only the structure of the target language but also the meaning.

- *Student-student Interaction*

Verbal interactions among students typically occur in the classroom activities encouraging them to communicate with each other in the target language such as group work, debate, etc. Such interactions are necessary in that they are essentially to provide students with the opportunity to practice sharing their ideas in the target language (Long, 1996). Unquestionably, student-student interaction is strongly related to students' role of learning by interacting with each other.

- *Student-content Interaction*

Occasionally, teacher asks students to read a text, listen to an audio recording or watch a short movie. This is how student-content interaction occurs in teaching and learning process in the classroom. As mentioned by Moore (1994), student-content interaction is interaction between student and the content being learnt. Through this type of classroom interaction, students are expected to obtain information provided by the learning equipment independently.

d. Patterns of Teacher-Student Interaction

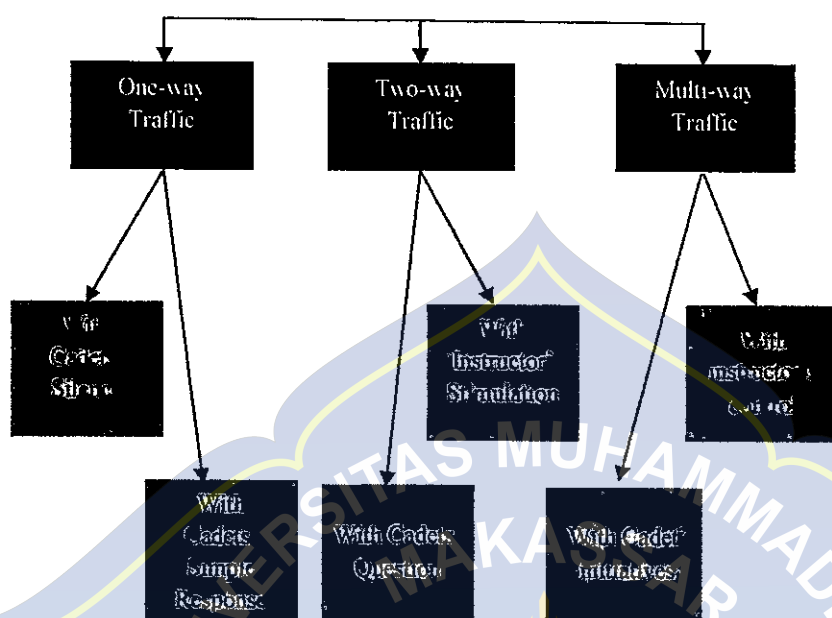
Having conducted preliminary-observation to decide the operational theory of this research in revealing the interaction patterns within classroom interaction, the researcher found that there is a conceptual theory proposed



by Lindgren (1991) that is the dynamic process of this first type of classroom interaction, the teacher-students interaction, as the focus of this research. The operational theory proposed by Lindgren (1991) is the patterns of the teacher-students interaction consisting of three theoretical conceptual interaction traffic patterns; 1) one-way: the first pattern within the teacher-student interaction in one topic, in which there are only two participant categories, a teacher and a student, in which the interaction comes from the teacher only and the student is passive, 2) two-way: the second pattern occurring within the teacher-student interaction in one topic, in which there are only two participants, a teacher and a student, in which there is one or more feedbacks occurring in the interaction between the two participants, and multi-way traffic pattern: the pattern occurring within the teacher-student interaction in one topic, in which one teacher and many students involve within the interaction, in which each of participants give their responses each other on the single topic being discussed, even occurring within the feedbacks being massive enough.

Based on the three hypothetical argumentations of each of the Lindgren's three interaction traffic patterns of the first type of classroom interaction, the teacher-student (instructor-cadet) interaction, the researcher formulated a hypothetical scheme consisting them, as follows:





As described previously, this research focuses on the traffic patterns of the instructor-cadets interaction in maritime English classroom and cadets' perception on them. This means that this research seeks to reveal characteristics of teacher-students interaction in the context of maritime English classroom and the effects towards cadets' learning motivation.

2. Maritime English

Discussion on maritime English should be initiated by sufficient comprehension

of English for Specific Purpose (ESP). In fact, the EFL course called maritime English is in the area of ESP.

ESP refers to teaching English language to university students, people who are already in employment, or people being prepared to have particular jobs or professions with reference to the particular vocabulary and skills they need (Hutchinson & Waters, 1987). A given course of ESP



focuses on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for Tourism, etc.

In line with that, Dudley-Evans (1997) argues that ESP typically meets specific needs of learners, makes use of underlying methodology and activities of the discipline it serves, and focuses on the language appropriate to these activities in terms of grammar, vocabulary, register, study skills, discourse and genre. From here, we can see that this subset of EFL may be related to or designed for specific disciplines, may use a different methodology from that of general English, and is commonly designed for adult learners.

In addition, Dudley-Evans (1997) mentions that an ESP teacher or practitioner needs to play at least four different roles at once; teacher, collaborator, course designer and materials provider, and researcher. The role of teacher played by an ESP practitioner is synonymous with that played by the general English teacher; the role of collaborator means that ESP practitioner should collaborate with the learners since they are in general more familiar with the specialized content of materials than the teacher himself; the role of course designer and materials provider means that an ESP teacher should be able to design the course based on the learners' need and provide the materials supporting the learning process; and the role of researcher involves developing available authentic materials into appropriate materials.



As a subset of ESP, maritime English is an umbrella term which refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry (Valle, 2013). In fact, it is designed mainly for seaman candidates from the world's non-English speaking countries who wish to work on vessels with international trips.

In Valle's (2013) view, maritime English subsumes five different subvarieties according to the specific purpose they serve within the maritime context; English for navigation and maritime communications, English for maritime commerce, English for maritime law, English for marine engineering and English for shipbuilding. Of the five subsumes, only English for navigation and maritime communications and English for marine engineering seem relevant to the research since the research site only has two departments; Nautica and Engine.

Overall, maritime English is one of the compulsory courses in Indonesia's maritime education and training institutions. This strict policy does reflect the intention to produce ready-to-hire seamen who will represent the maritime country in the merchant marine world. Those institutions seem to deeply understand that no matter how competent a seaman is, he is still considered to be less competent without sufficient English speaking skill.

3. Perception

It takes sufficient understanding of what is called "perception" to gain and analyze the data responding to the second research question, which deals with cadets' perception on the patterns of instructor-cadets interaction

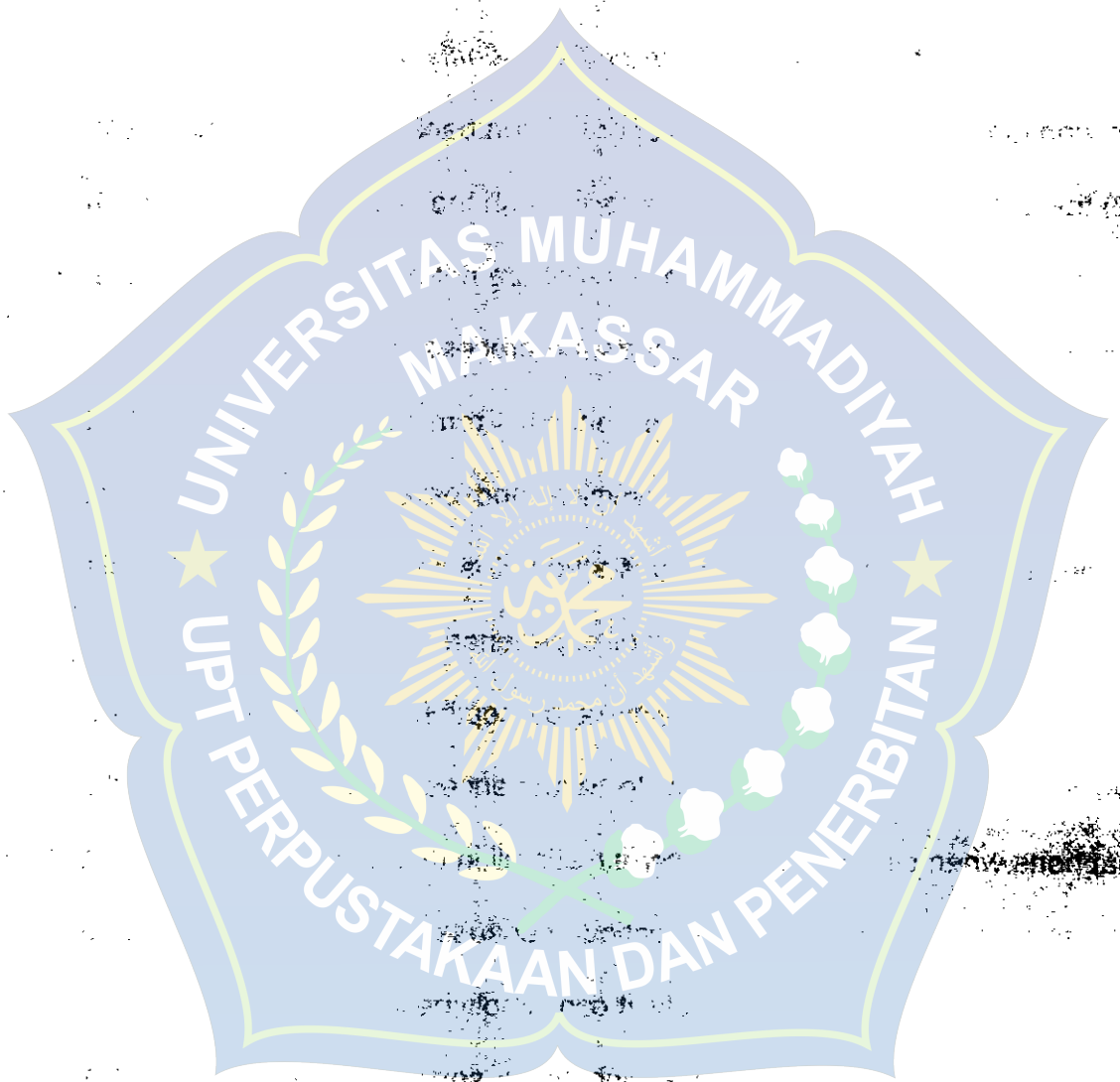


occurring in the maritime English classroom. For this reason, the discussion of perception is provided in this part of the chapter.

Cambridge Advanced Learner's Dictionary (2008) provides three descriptions of perception; (1) belief or opinion based on how things seem, (2) the quality of being aware of things through the physical senses and (3) ability to notice and understand things that are not obvious to other people. Likewise, Demuth (2013) defines it as the process of knowing objects and objective events by means of the senses. From here, we can see that perception may be defined from physical and psychological perspective. Nonetheless, for the purpose of this study, it is limited to the way people judge a phenomenon that they find or experience.

Demuth (2013) tends to view a perception as a process through which people attach meanings to experiences. The process usually happens when people attend to certain stimuli in their sensory memories. It is believed that perception is critical because it influences how one perceives information. Accordingly, it can simply be inferred that perception is so subjective; how someone perceives something depends on his characteristics, experiences and motivation.

Johns and Saks (2014) have proposed that there are three components of perception; perceiver, target and situation. A perceiver is someone who begins to perceive the stimulus as soon as his awareness is focused on it; the way he perceives a phenomenon is greatly influenced by his motivation, emotional state and experience. Meanwhile, target refers to



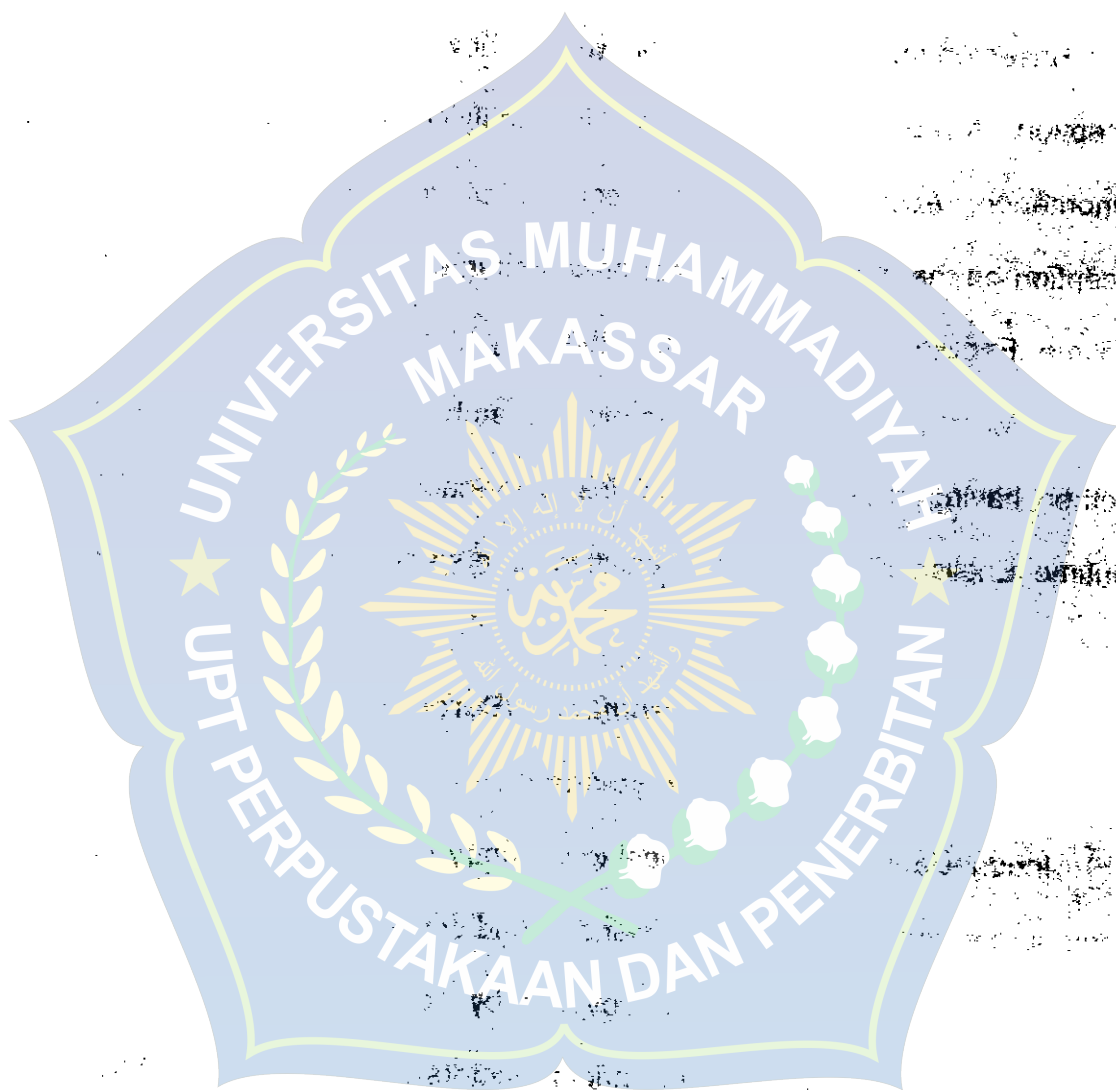
the object of perception, which is the phenomenon being perceived, and situation deals with the environmental factors, timing and degree of stimulation that affect the process of perception.

Based on the above description, we can now come to the idea that a perception is naturally a process of identifying and interpreting a phenomenon. Accordingly, in the context of this research, cadets' perception on the patterns of instructor-cadets interaction occurring in the maritime English classroom means the way the cadets sense those patterns. More specifically, the second research question is to find out whether having those patterns of instructor-cadets interaction in the maritime English classroom is a positive or negative experience to the cadets.

C. Politeknik Pelayaran Barombong (Barombong Maritime Polytechnic)

Indonesia is a largest archipelago country in the world with 17.505 island spread east ward from We island to and spread south ward from to Rote island. The $\frac{2}{3}$ of area is covered by sea. Therefore, the sea transportation becomes one of the priority factors for development of the country in the future as other parts of the world realize the important of the sea transportation. The merchant ship is the most of a mean for the sea transportation which takes the important role to conduct national trade as well as international trade.

Politeknik Pelayaran Barombong (Barombong Maritime Polytechnic) abbreviated usually as "BMP" serves as the demand of education and



training for seafarer with the long history of success. The era 1980, the BMP at those time was called by Barombong Rating School has proved to the shipping industry as the place where the competence seafarers born. This tradition goes along the time up today when the BMP present as the one of the excellence of rating training in Indonesia. Today, BMP provides an excellent program for whom wishing to be a seafarer according to the national and international standard.

There are several programs conducted in BMP, they are: rating watch keeping certificate for deck and engine department, class V deck and engine certificate and class IV deck and engine certificate. They have different levels of certificate to distinguished their duties and responsibilities on board ship. They will have different rank or position based on their certificate level and the size of the ship.

Because BMP is an educational institution combining educational system with military system, it implements semy-military system in its educational system. The it also makes the way the language interaction in the institution is quite different with other educational institutions. Having conducted preliminary observation, the research could just found a little information about the language interaction at such as the institution, in which he could just find it in Halbe (Kurniadi: 2021: 25) presenting implicitly a brief of how the conversational interaction situation in military organization, as follows: (a) The use of language is regulated in which it is highly hierarchical; (b) The rights to speak is based on rank/authority in which the equality of language is only showed in informal encountered



contexts and in meetings between equals (rank/authority); (c) Paying high attention to giving proper salute, showing postures, responding commands between subordinates and superiors is a must; and (d) Criticism is impossible in particular authorized contexts and relation between subordinates and superiors.

D. Conceptual Framework

In relation to the above-reviewed literature, the research is undertaken based on the conceptual framework below.

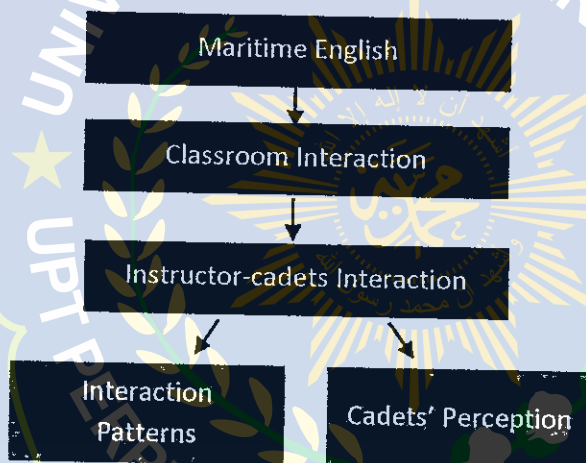


Figure 4.1. Conceptual Framework

The above figure illustrates the research conceptual framework. As we have seen, it focuses on the first type of classroom interaction, the instructor-cadets interactions, in maritime English classroom. Specifically, it seeks to explore the traffic patterns of instructor-cadets interaction occurring in the maritime English teaching and learning process and cadets' perception on the traffic patterns. For the locus and focus, the research is highly expected to culminate in findings enriching the existing theories of teacher-students classroom interaction, especially on the interaction traffic patterns.



CHAPTER III

RESEARCH METHOD

A. Research Design and Locus

The research applied a single-case research design, in which according to Stake (Heigham and Croker, 2009: 69 – 70) explaining that the single case research design is the research conducted focusing on one empirical objective phenomenon that the researcher determined as his research focus. Being relevant to this explanation, the researcher also connected his research to Yin's (1994) idea of single-case research in which it viewed instructor-cadets interaction in the EFL classroom as a single case to be investigated qualitatively in order to explore appropriateness of the related theories. Then, *Barombong Maritime Polytechnic* (BMP) was chosen as the research locus for its EFL classroom characteristics, which are "shaped" by the type of English taught and learnt (maritime English) and the general rules applied (semi-military system). Those characteristics were predicted to provide the research with data enriching the related theories.

The purpose of conducting this research by determining the single case study (Yin, 1994) and qualitative research as the research design is to achieve a deeper comprehension of a particular phenomenon or process (Guy, et al. 2011: 400 - 402) in which the researcher applied the characteristics of qualitative descriptive method. Those are (1) Firstly, Researcher spent a great deal of time with the participants all of the interlocutors involving within the classroom interaction process at the research locus; (2) Secondly, the focus of qualitative research is on



individual, person-to-person interaction in which the researcher encountered the participants like the ways involving the interaction between the teacher (instructor) and the students (cadets); (3) Thirdly, the qualitative research that the researcher conducted avoided in making premature decisions or assumptions about the study and remained open to alternative explanations, such as the related theories, the empirical situation, and the related previous findings of this research ; (4) Then, the qualitative data analyzed inductively in which the researcher did not impose an organizing structure or make assumptions about the relationships among the data before collecting evidence; (5) Fifthly, the report conducted in the method by the researcher was clear and detailed on description of the study including the voices and noted result interviews of the participants within the collected data; (6) Lastly, the qualitative research that was applied by the researcher remained vigilant to their responsibility to obtain informed consent from participants and to ensure their ethical treatment, including the easy-understandable guideline interviews toward the interviewees.

B. Subjects of the Research

In obtaining data being relevant to the research questions, the researcher decided one EFL class of the first semester nautical cadets being available at the locus as the subjects of research, which seems to emphasize classroom interactions between the an instructor and his cadets in the teaching and learning process as suggested by the preliminary observation result, including the determination on the choosing some



interviewees among the cadets purposively. This is in accordance with Kothari's (2004) concept of how to pick the research subjects purposively.

C. Operational Definition of Variables

In order to avoid misunderstanding leading to misconceptions, the terms used in the research are clarified as follows;

1. *Teacher-Students (Instructor-Cadets) Interaction Patterns* refers to one of the classroom interaction types between teacher and students of maritime education and training institution in the teaching and learning process.
2. *The three traffic patterns of the Teacher-Students (Instructor-Cadets) Interaction* is the conceptual theory of Lindgren (1991) being the dynamic process of the first type of classroom interaction patterns, the teacher-students (instructor-cadets) interaction.
3. *Maritime English* is a subset of English for Specific Purpose (ESP) course which is designed to enable learners to communicate in the English language used in seafaring businesses.

D. Instruments

Since the research sought to reveal the patterns of the instructor-cadets interaction in the maritime English classrooms and cadets' perception on the indicated patterns, the required data are verbal communications between the instructor and cadets in the teaching and learning processes in the classroom and cadets' opinions. Accordingly, the data collection involved two instruments; observation and interview.



1. Observation

Considering Mackey and Gass' (2005) idea of observation in a qualitative research, the researcher conducted classroom observation in order to gain a holistic view on the object investigated, instructor-cadets interactions in the maritime English classroom, as well as to obtain the primary data, which are verbal communications between the instructor and cadets in the teaching and learning process in the classroom. Technically, the researcher attended the class as an external observer who noticed (observation field notes) and recorded (camera) the entire teaching and learning process. Conclusively, the observation was applied in collecting the primer data responding to the first research question.

2. Interview

Having condensed the indicated interaction traffic patterns from the transcribed recorded videos, the researcher interviewed the some cadets, decided purposively, through semi-structured interview technique while noting their opinions within the interview. The interview was conducted to obtain the secondary data answering the second research question dealing with cadets' perceptions on the indicated interaction patterns verbally. Following Mackey and Gass' (2005) concept of semi-structured interview, the researcher was free enough to develop all the questions based on the conceptual defintions of the operational theory proposed by Lindgren (1991) as the dinamic process patterns of the first type of classroom interacton, the teacher-students interaction, in the interview guide in order to probe for more information from the interviewees (cadets).



E. Procedures of Collecting Data

Based on the elaboration above, the researcher conducted the procedures of collecting data in this research presented chronologically as follows:

1. The researcher attended in and observed a meeting of one EFL class of the first semester nautical cadets being available at the research locus while recording the pedagogical interaction process within.
2. Having recorded it, the researcher chose some of the cadets as the research informans purposively to be interviewed using semi-structured interview guidelines while noting the information within.

F. Technique of Data Analysis

Following Miles, Huberman and Saldana's (2014) interactive model, the data analysis was carried out in three steps; data condensation, data display, and conclusion drawing and verification.

1. *Data Condensation*: This step is preceded by the recordings transcription and the noted interview results based on the Lindgren's three interaction traffic patterns, one-way, two-way, and multi-way traffic (1991). Afterwards, the researcher coded parts of the data relevant to the research questions and eliminates the unnecessary parts.



2. *Data Display*: In this step, the coded parts of the condensed data were displayed in form of narrative text based on the Lindgren's three interaction traffic patterns, one-way, two-way, and multi-way traffic (1991).
3. *Conclusion Drawing and Verification*: Here, the displayed data were interpreted descriptively and concluded. Afterwards, the conclusions were verified to find implications of the findings.





CHAPTER IV

FINDINGS AND DISCUSSION

Consisting of two sections, this chapter presents and discusses the research findings. The findings are displayed and interpreted descriptively in order of the research questions in the findings section. Subsequently, further interpretations and in-depth discussions of the findings are provided in the discussion section.

A. Findings

Following the research questions and the data condensation that had been conducted by the researcher on the transcribed data (either from the recorded video and the noted interview data), the findings below are divided into two parts; (1) the narrative data display of the interaction traffic patterns of instructor-cadets interaction occurring in the maritime English classroom and (2) the narrative data display of the cadets' perception on the indicated patterns occurring in the maritime English classroom interaction consisting the cadets' interview statements. Moreover, the researcher abbreviated the word "Excerpt" into "E", "Video" into "V", "Time" into "T", "Instructor" into "I", and "Cadets" into "Cs".

1. The Data Display of the Patterns of Instructor-cadets Interaction Occurring in the Maritime English Classroom

As described previously, theoretically, Lindgren (1991) proposes his own conceptual patterns of the first type of classroom interaction, the teacher-students interaction in which there are three interaction traffic patterns within the teacher-students classroom interaction; one-way, two-



way and multi way traffic. There are 8 excerpts founded by the researcher from the transcribed data clarifying the three traffics of the teacher-student (instructor-cadets) interaction in the maritime English teaching and learning process, including the display of the 2 excerpts that the researcher assumed being not able to be categorized into the Lindgren's three conceptual interaction traffic patterns; one-way, two-way, multi-way traffics.

a. One-way Traffic

The one-way traffic is a kind of patterns within the teacher-student interaction in one topic, in which there are only two participant categories, a teacher and a student, in which the interaction comes from the teacher only and the student is passive (Lindgren, 1991). This pattern of interaction typically occurs in the maritime English teaching and learning process as the cadets (students) tend to be good listeners to the instructor (teacher). The data obtained through the classroom observation reveal that there are 41 excerpts clarifying this traffic.

Therefore, having paid attention deeper on the fourty excerpts, the researcher found that such the interaction traffic pattern happening within the teacher-student (instructor-cadet) interaction in the maritime English classroom, there are two categorical contexts where this traffic can be existed; (1) *one-way traffic with cadets' silence* and (2) *one-way traffic with cadets' simple response*. The one-way traffic having with cadets' *silence* category is verified by 3 excerpted data in which those are represented by two of them, E.1 and E.2, while the one-way with with cadets' simple



response category are verified by 38 excerpted data in which those are represented by two of them, E.3 and E.4.

- **One-way Traffic with Cadets' Silence**

Excerpt 1: (E:1, V:2, T: 00':00" – 01':24")

- I : (00':00") This is.....yah. So, it means that study, yah. Study is a habit from Hafid and Farhan, Yah. Study is a habit of Farhan and Hafid (0:15). So, what about you? (0:20).
- Cs : **(Silence)** (00':21")
- I : Rise! Rise! (0:22). Come on! (0:24). Give me one example of habits, yah! (0:25). Or in your day activity, your day activity (0:28) what your day activity? (0:30). In this campus or at your home (0:32). We are.....oke (1:00). Oke anyone else? (1:04)
- Cs : **(Silence)** (01':04")
- I : Come on! Come on! (1:05) anyone else?
- Cs : **(Silence)** (01':07")
- I : Give me one example. Or one more, one more, one more, one more. Rahman! (01':23")
- C1 : Yes (01':24")

The one-way traffic displayed above took place in the maritime English classroom as the cadets give no response to the I's (Instructor) explanation. As we have seen in the E.1, the I initiates to be the only information source to explain the material about the verb "Study" is a verb to express a habit involving the participants in a sentence that he has written on the white board "*This is.....yah. So, it means that study, yah.. Study is a habit from Hafid and Farhan, Yah. Study is a habit of Farhan and Hafid*". Then to know whether the Cs understand or not, he asks them to make another similar sentence to them "*So, What about you?*". Instead of giving response, the Cs is just "**silent**" without any response on it. Having the passive response, the I gives stimulus to stimulate them to speak "*Rise! Rise!. Come on!*". While stimulating the Cs to response it, he also asks them



to make an example of it, even explaining it further that they can use the verbs from their daily activities such as in their campus or at home *"Rise! Rise! (0:22). Come on! (0:24). Give me one example of habits, yah! (0:25). Or in your day activity, your day activity (0:28) what your day activity? (0:30). In this campus or at your home (0:32). We are.....oke"*. Having the stimulation and the explanation, he asks them again to know whether they understand or not *"Oke anyone else?"*. But there is still no response from the Cs. Then he stimulates them again to speak *"Come on! Come on! (1:05) anyone else?"*. Unfortunately the Cs is still **"silent"** as they are just want to be the good-passive listeners with no response and passive. The response from the Cs can be found when he force one of them by saying his name directly to give him an example on what he has explained *"Give me one example. Or one more, one more, one more, one more. Rahman!"*, in which the C1 answer him directly *"Yes"*, but there is till no further action on it as his response, just being follower under the instruction. It is so obvious that the quite *"flat"* classroom interaction occurred as the instructor acted the one and only information source and even there was response from them, it should be determined by presure to say Yes, but know nothing instead why they say it. From this case, we can simply learn that a one-way traffic of the instructor-cadets interaction in the maritime English classroom can be so military, particularly when the instructor and cadets interact as a commander and soldiers.

Excerpt 2: (E:2, V:2, T: 02':47" – 03':20")

I : (02':47") Are you sure? (02':48").



- Cs : **(Silence)** (02':50")
 I : Oke, this one. We, oke. and this one verb auxiliary. So, don't need this one. We.....and..... This is talk about habit in your day activity. Tonight is only one night. Not..... oke? (3:18)
 Cs : **(silence)** (03':19")
 I : Understood? (3:20).
 Cs : **(Silence)** (03':21")

In this E.2, the / started his part by asking the Cs to confirm their comprehension on what he has explained "Are you sure?". But there is no response from the Cs, just being **silent**. Having got the passive response, he re-explains the explanations on the *Verb auxiliary* (while giving them an example of it) to revoke their comprehension, in which it can be used also to express habit in their daily activities "Oke, this one. We, oke. and this one verb auxiliary. So, don't need this one. We.....and..... This is talk about habit in your day activity. Tonight is only one night. Not..... oke?". having reexplained it, he asks the Cs again to assure whether they understand or not "Oke". Unfortunately, the Cs can only be "**silent**" with no response, even after he reasks them "Understood?". Conclusively, this case leads us to understand that a one-way traffic of the instructor-cadets interaction can occur in the maritime English classroom because of the cadets' inability to answer the instructor's question.

- **One-way Traffic with Cadets' Simple Response**

Excerpt 3: (E:3, V:2, T: 03':28" – 04':40")

- I : (03':28") This is talk in about your what.....now. I mean student or..... Or something like that. Yah. Subject, auxiliary, and..... For example you are student or teacher, oke?. You can say, this is your day activity , right?. Oke, you wake up at.....AM everyday. So, this is your day activity. Yah? (04':35").
 Cs : Yes (04':36")
 I : is it right? (04':39")
 C2 : Yes (04':40")



In the E.3, the *I* is explaining about *Subjects + Be Auxiliary* and *Subjects + Verb* that can be used to express habit in their daily activity (he can give them one for each of those) "*This is talk in about your what.....now. I mean student or..... Or something like that. Yah. Subject, auxiliary, and..... For example you are student or teacher, oke?. You can say, this is your day activity , right?. Oke, you wake up at.....AM everyday. So, this is your day activity*", in which the explanation is followed by a question to confirm whether the Cs understand or not on it "*Yah?*". Instead of giving him a proper response on the explanation, the Cs can just respond it shortly by saying "*Yes*" only. Having heard the short response, the *I* re-asks them to get proper response on it "*Is it right?*". Then one of them (C2) responds it. Unfortunately, as same as the previous response, he only gives him a short response "*Yes*", despite the C2 is the one initiating to respond it.

Excerpt 4: (E:4, V:2, T: 14':47" – 14':56")

I : (14':47") Air conditioner. Understood? (14':55")
Cs : Yes (14':56")

In the middle of his explanation on how to use *There + Be Auxiliary* focusing on the example using the object "*Air conditioner*", he intends to know whether they understand on the materials and the example by stimulating the Cs using an incomplete yes-no question sentence "*Understood?*". Because it is just a yes-no question sentence, the Cs just respond it shortly by saying "*Yes*".



b. Two-way Traffic

The two-way traffic is the second pattern occurring within the teacher-student interaction in one topic, in which there are only two participants, a teacher and a student, in which there is one or more feedbacks occurring in the interaction between the two participants (Lindgren, 1991). there are 13 excerpts clarifying this second pattern, in which having paid attention deeper on them, the researcher found that such a pattern occurs in two categorical contexts; (1) two-way traffic with instructor's stimulation and (2) two-way traffic with cadet's questioning. The two-way traffic having with cadets' response category is verified by 11 excerpted data in which those are represented by two of them, E.5 and E.6, while the two-way with cadet's questioning category are verified by 2 excerpted data in which those are represented by one of them, the E.7.

- *Two-way Traffic with Instructor's Stimulation*

Excerpt 5: (E:5, V:3, T: 07':03" – 08':22")

I : (07':03") How many in this class?. You can tell that. For example yah. For example, my partner is Bob. Yah, for example my partner is Bob. Oke I am going to report my some question with Bob. Bob said that, oke. Bob said that there are twenty five books in this class, and then there is one air conditioner. After that there are two doors in this class. Yah, ceritakan seperti itu!. Understood? (7:47)

C20 : Yes (7:48)

I : Oke, repeat again! (7:49)

C20: Farhan said, Farhan said that there are twenty-five table, table in this class in this class (7:58)

I : Tables (8:04)

C20: Tables, and there is one bottle in this class. After that, after that, twenty, twenty four cadet, cadets in this class (8:22).

The above excerpt presents one occasion in the maritime English teaching and learning process on which a two-way traffic interaction



between the instructor and a cadet took place. As we can see in the E.5 above, the instructor initiated the two-way traffic interaction by inviting the C20 to provide his response whether he has understood or not on what he had just said about how to use *There + Be Auxiliary* "How many in this class?. You can tell that. For example yah. For example, my partner is Bob. Yah, for example my partner is Bob. Oke I am going to report my some question with Bob. Bob said that, oke. Bob said that there are twenty five books in this class, and then there is one air conditioner. After that there are two doors in this class. Yah, ceritakan seperti itu!. Understood?". Then the C20 responds it that he has understood using a short response "Yes". After hearing it, the I asks him to repeat again the example that he has mentioned before "Oke, Repeat again!". Having heard it, the C20 repeats it "Farhan said, Farhan said that there are twenty-five table, table in this class in this class". Even though the C20 has following the example that the I has mentioned, he forget to put "s" after the noun *table* being twenty-four to express the noun as plural nouns. So, he stimulates him using the right form "Tables". Fortunately, the C20 understands what the I implied within the stimulation, in which as soon as possible he corrects his statement based on the stimulation to put "s" after *table* coming along with the similar context as same as the I has given using another noun (cadets) "Tables, and there is one bottle in this class. After that, after that, twenty, twenty-four cadet, cadets in this class".



Excerpt 6: (E:6, V:2, T: 15':11" – 15':41")

I : (15':11") There are and there is we call in Indonesia, ada. Yah. Yah, for example, how many cadets in here?. How many cadets? (15:36).

C4 : Twenty four (15:39)

I : There are twenty four (15:40)

C4 : There are twenty four cadets in here (15:41)

The two-way traffic instructor-cadets interaction displayed above took place in the maritime English classroom as the I asks for the confirmation whether the Cs has understood on his explanation that *There + Be Auxiliary* in Indonesia means "ada". It can be seen within his dialogue in the excerpt above "*There are and there is we call in Indonesia, ada. Yah. Yah, for example, how many cadets in here?. How many cadets?*". Having heard the question, the C4 answers it shortly by stating the number directly without implementing *There + Be Auxiliary* before the number "Twenty-four". Because the C4 has not followed his instruction well, he stimulates him by revealing the complete answer being supposed to be "*There are twenty-four*". Based on the stimulation, the C4 is stimulated to give feedback on it, in which he does not only follow the complete one that the I has stimulated to him, but also he makes it better by adding an adverb of place at the last of his statement "*There are twenty four cadets in here*".

- Two-way Traffic with Cadets' Questioning

Excerpt 7: (E:7, V:3, T: 01':47" – 02':29")

I : (01':47") And remember when plural, you have to put "s". For example chair.

You can't say twenty-five chair. But you have to say there are twenty-five chairs in this class. Not chair, but you have to say chairs (2:06)

C5 : But, when we put just more than two one if we just say like doors? (2:09)



I : Yah, you can say doors. Yah, if only one, not additional "S". Yah, if more than one you have to give additional "s" (2:25)

C5 : "s" (2:29)

As we can see in the E.7 above, the I reminds the Cs that when they encounter plural noun, they put "s" at the end of the noun. Along with this reminder, he also gives them an example on *chair* having twenty-five numbers in the classroom, in which they have to put "s" after stating the *chair* with its numerical amount to be *twenty-five chairs*, instead of just saying the *chair* without the "s". This reminder and explanatory example can be seen in his dialogue *"And remember when plural, you have to put 's'. For example chair. You can't say twenty-five chair. But you have to say there are twenty-five chairs in this class. Not chair, but you have to say chairs"*. After getting the reminder and the explanatory example, one of the cadet (the C5) gives him a question to confirm what he has understood from the explanation whether it will be the right one if he puts "s" after a noun *door* when there are more than one door, in which it will be *"doors"*. The question of the C5 can be seen in the dialogue *"But, when we put just more than two one if we just say like doors?"*. Having heard the question, the I confirms it that the C5 has been correct on it *"Yah, you can say doors. Yah, if only one, not additional 'S'. Yah, if more than one you have to give additional 's'".* Then, as soon as possible, after having the confirmation, the C5 repeat the word "s" implying that he has understood well on it.

c. Multi-way Traffic

As explained previously, multi-way traffic is the third pattern occurring



within the teacher-student interaction in one topic, in which one teacher and many students involve within the interaction, in which each of participants give their responses each other on the single topic being discussed, even occurring within the feedbacks being massive enough (Lindgren, 1991). Having conducting data condensation on the transcribed data focusing on this traffic pattern, there is only one excerpt that the researcher could found, the E.8, in which after paying attention deeper on it, the traffic can occur based on (a) instructor's control and (b) the cadet's dispute and confirmation. Here is below the contextual description of the E.8 clarifying the existention of this multi-way traffic pattern of the instructor-cadet interaction.

Excerpt 8: (E:8, V:3, T: 03':38" – 06':00")

- I : (03':38") That's easy. So, English is easy. The problem is Lazy. How often do you practice your English everyday? How often?. How often? You know often? (4:00)
- C3 : Yes, sering (4:02)
- I : Yah, seberapa sering kalian berbahasa Inggris melancarkan bahasa Inggrismu di dalam kelas? How many time? Never? You just come to the class and then sleep (4:16)
- C16 : Sometimes (4:19)
- I : With who you practice? (4:25)
- C16 : (murmuring)
- C4 : Besari suaranu (4:29)
- I : No no no no. (04':30") With who?
- C16 : (Silence) (4:36).
- I : With who you practice? (4:39). Amin Rais, do you practice your English everyday? (4:49). Do you practice your English everyday? (4:54). No (4:58). Never (5:00)
- C16 : Just sometimes (5:02)
- I : Sometimes yah that's good (5:03)
- C5 : But sir, sorry I want to confirm that we try to understand what you say but sometimes we don't have time to practice our English here because most of our activities here are physical activities. But for my self, I never stop practicing my English (5:34)



I : That's good. So, to be a good cadet who has a good English so you have to practice. You have to practice and never stop. If you have some questions or several questions about English. You may ask me too or you just asking to your teacher when you find yah. Understood? (5:59)

Cs : Yes (6:00)

In this E.8, the classroom interaction is involved the I and three cadets, the C3, C16, and C4. The conversation is started by the I telling them that English is easy, in which the laziness is the problem on it. After that, he asks all of the cadets how often they practice their English everyday, but there is no one responding it. So, he asks them again whether they understood the meaning of *often*. It can be seen in his dialogue "*That's easy. So, English is easy. The problem is Lazy. How often do you practice your English everyday? How often?. How often? You know often?*". Suddenly, one of them respond it that he understands it by answering "*Yes, sering*". Having known that they understands the meaning of it represented by the C3 response, he reasks them again with the same question how often they practice on it, but there is still no response. Then he asks them whether it is never or not. Unfortunately, there is still no response. Then, he states that most of them just come to the class and then sleep. After hearing it, the C16 answers it that he practices his English sometimes. On responding the C16, he asks him further whom he practice it with. Unluckily, the C16 just murmuring only as his response. Suddenly, the C4 shout him that he should say it loudly. Having got the response, the I interrupts the C4 implicitly that he should not say that, in which it can be seen in his dialogue when he says "*No no no no*" on the C4's statement toward the C16.



Having interrupt the C4 interrupting the C16, the I refocuses the conversation and reasks to the Cs16 about whom he practices his English with. Because of there is no response from teh C16, the I asks him again whether he practice his English everyday or never. Then the C16 responds it by saying *"Just sometimes"*. Having heard it, the I praises him implicitly that even though he practices it *just sometimes*, but at least he has some times to rpactice it. This implicit praise can be seen in his dialogue *"Sometimes yah that's good"*. Suddenly, there is one of the Cs, the C5, confirms that they has understood, even having tried to understand his suggestion on prating their English, but they do not have enough time to practice it, especially because most of their activities at the campus are physical activities. He even adds that in his case, he never stops to practice his English. This confirmation can be seen in the C5's dialogue *"But sir, sorry I want to confirm that we try to understand what you say but sometimes we don't have time to practice our English here because most of our activities here are physical activities. But for myself, I never stop practicing my English"*. Based on the confirmation of the C5, the I praise him that it is good, while adding some explanation that to be a good cadet who has a good English so you have to practice and never stop and suggest to all of the cadets taht if they have question on English, they may ask to him or to other English instructors. These can be seen in his dialogue *"That's good. So, to be a good cadet who has a good English so you have to practice. You have to practice and never stop. If you have some questions or several questions about English. You may ask me too or you just asking to your*



teacher when you find yah.". at the end of the dialogue, he asks the Cs to get confirmation whether they understand or not on the suggestions "Understood?". And then all of the Cs responds it that they have understood on those "Yes".

Besides all of the 8 data on the three traffic patterns of teacher-student interactions above, there are two data, the E.9 and E.10, in which those are not covered within the conceptual definitions of the three traffic patterns of the teacher-student (instructor-cadet) interaction that are proposed by Lindgren (1991).

Excerpt 9: (E:9, V:2, T: 03':21" – 03':28")

- I : (03':21") Oke, this one (3:22). I am be a sailor (3:23).
 C4 : Be a sailor (3:24)
 I : Is it your daily activity? (3:27)
 C5 : No, this is passion (3:28)

As we can see in this E.9, the conversation involved three participants only, the instructor and two cadets (the C4 and C5), in which there are feedbacks but not massive enough. Initiating the interaction, the instructor stimulating the Cs comprehension on the lesson in which he takes one example to express daily activity that later their job as sailor will be thier activity "*Oke, this one. I am be a sailor*". Then one of the Cs repeats what he says "*Be a sailor*". Having heard it, the I confirms it toward the C4 whether the job as sailor is his daily activity or not "*Is it your daily activity?*". However, another cadet, the C5, intrupts it that he says implicitly that it is not only their job, but it is also their passion, in which it can be seen in his dialogue "*No, this is passion*".



Excerpt 10: (E:10, V:2, T: 17':17" – 18':17")

I : (17':17") For example yah. Fajar yah. Fajar come here! and Hafid come here!. So, this is two cadets, yah. This is two cadets will do, how to do this one or how to practice there is and there are as long this all this stage from this class. For example. You say, how many chairs in this class? (17:52)

C13 : How many chairs in this class? (17:53)

C6 : There are twenty four chairs (17:56)

I : Oke, next again (17:58)

C13 : How many (18:00)

I : Switch yah! (18:02)

C6 : How many doors in this class? (18:05)

C13 : There is one door in this class (18:08).

C6 : Me? (18:13)

I : Yes (18:14)

C6 : How many lamp in this class? (18:15)

C13 : There are four lamp in this class (18:17)

As we have seen in the E.10 above, the I calls the C6 and C13 to be a pair to come before the class and explained the instruction that they should practice later about *There + Be auxiliary*. It can be seen in his dialogue "*For example yah. Fajar yah. Fajar come here! and Hafid come here!. So, this is two cadets, yah. This is two cadets will do, how to do this one or how to practice there is and there are as long this all this stage from this class. For example. You say, how many chairs in this class?*". Having heard the example, the C13 directly follows what the I says as a bridge to start their interaction by saying "*How many chairs in this class?*". Then the C6 hearing it responds it directly by saying "*There are twenty four chairs*". After that, the I instructs them to switch their role, in which the C6 will be the one who asks the C13 instead. This switching instruction can be seen in the I's dialogue "*Switch yah!*". After that, the C6 plays his role as the questioner toward the C13, in which he says "*How many doors in this class?*" and it will



be followed by the C13's answer on it "*There is one door in this class*". After the conversation, the both of the cadets are silent without saying anything. Then because of the I's signal using his body language to continue it, the C6 is aware suddenly on his part to continue it by saying "*Me?*". Because of it, the I suddenly answer "*Yes*". Having got the excuse, the C6 continues his conversation with the C13 on the similar sentence on *There + Be auxiliary*, but with a different noun, *Lamp*. He asks to the C13 "*How many lamp in this class?*", in which it directly answers by the C13 "*There are four lamp in this class*".

2. The Display Data of Cadets' Perceptions on the Indicated Patterns of the Instructor-cadets Interaction Occurring in the Maritime English Classroom.

The data of the cadets' perceptions toward the indicated Lindgren's three conceptual interaction traffic patterns as the dynamic process within the first type of classroom interactions, the teacher-students (instructor-cadets) interaction, being interpreted as the cadets' appreciations toward the instructor's (initiating interaction) ways on transferring his knowledge onto the cadets, as the nature of teaching-learning process as the process to influence each other involving the instructor and the cadets (Purwadarminta, 1967). This research considers that the indicated Lindgren's interaction traffic patterns of the instructor-cadets interaction is a teaching strategy with the main goal to transfer information or knowledge onto the cadets.



Here below were displayed the cadets' responses toward the indicated traffic patterns of the instructor-cadets interaction, as same as what has been explained above, as follows:

a. Cadets' Perception on the Indicated One-way Traffic

The questions being used to get the cadets' responses toward the one-way traffic were given to the four cadets decided purposively. The interviewed information being collected started with first question "... Apakah anda menyadari bahwa dalam interaksi kelas di mana instruktur menyampaikan materi pengetahuan, para cadet tampak pasif, tidak memberi feedback? (Did you realize that in the classroom interaction where the instructor conveyed the knowledge materials in which the cadets were passive without being able to give feedback?)". From this question, the all of the cadets answered same "Yes Mem" in which they realized the passive condition. Then at the further related question, the researcher give him another question "... Apakah anda tidak biasa berpartisipasi dalam interaksi kegiatan belajar-mengajar? (Are you not used to participating in interaction within teaching and learning activity)", in which the response was got as follows:

"... Sebenarnya mauki ikut aktif berpartisipasi. Tapi sadar ki kalau belum punya dasar yang cukup. Saya sendiri pernah ka hanya bicara sedikit, malah diketawai (actually, we want to participate actively also, but we knew well that we have not got enough basic yet. I had spoken up just little bit, but my friends were laughed at me instead)"

And then with the same question, the other cadet gave his response about the question, as follows:



"... Karena ku suka bahasa inggris, percaya kalau ku praktekan bahasa inggris ku, pasti bisa berkembang. Tapi, kekurangan ku saya itu pada saat percakapan, diketawai teman-teman, malah menurut instruktur, jenis kesalahan ku waktu itu, na anggap kalau ku lupai pelajaran sebelumnya (because I love English, I believe that if I keep practicing it, my English can be better. But, the lackness of mine on it is when I have to speak up, my friends laught at me and the instructor considers my mistakes at the moment that I forget the previous lesson)"

b. Cadets' Perception on the indicated Two-way Traffic

The questions being used to get the cadets' responses toward the two-way traffic were also given to the four cadets decided purposively. The interviewed information being collected started with first question *"... Apakah anda menyadari bahwa dalam interaksi kelas dimana instruktur menyampaikan materi pengetahuan, para cadet tampak aktif memberi feedback? (Did you realize that in the classroom interaction where the instructor convied the knowledge materials in which the cadets gave feedback actively?)"*. From this question, all of the cadets answered similarly *"Yes Mem"* in which they realized the active participation. Then at the further related question, the researcher give him another question *"... Apakah anda bisa memberikan feedback jikalau di diberikan pancingan oleh instruktur? (Can you give feedback if you are given stimulation by the instructor?)"*, in which

the response was got as follows:

"... "... yes mem, kalau dipancing dengan penjelasan yang bisa dipahami, saya secara pribadi, akan bisa merespon untuk itu. (Yes Mem. If we are stimulated with the clear explanation that we can understand, I personally will be able to respond about it)"



And then with the further related question on it, the researcher asked him "... Apakah anda juga bisa berinteraksi dengan pengajar kalau harus ditanyai perihal hal yang dibahas? (Will you be able to interact with the instructor if you will be asked about the discussed material?)". Then based on this second question, the C? Answered, as follow:

"... Kalau tentang berinteraksi dengan instruktur dengan bertanya, sering ka juga alami, bahkan kalau ku rasa belum jelas dengan jawaban guru, biasa ka juga atau bisa memberi pertanyaan kembali atas penjelasan itu (About interacting with the instructor with a question, I often do it. Even if I have not understood on the explanation yet through the answer the instructor has given to me, I am used to being able to give the further question on it)"

c. Cadets' Perception on the indicated Multi-way Traffic

The questions being used to get the cadets' responses toward the multi-way traffic were also given to the four cadets decided purposively. The interviewed information being collected started with first question "... Apakah anda menyadari bahwa dalam interaksi kelas dimana instruktur menyampaikan materi pengetahuan, para cadet tampak aktif memberi feedback? (Did you realize that in the classroom interaction, where the instructor convied the knowledge materials, the cadets give feedbacks massively?)". From this question, all of the cadets answered similarly "Iya Mem (Yes, Mam) mantap", in which they realized the dinamic participations. Then at the further related question, the researcher give the C16 another question "... Kenapa kadet di kelas ini, pada saat tertentu tampak pasif, tidak berpartisipasi, sementara kadet lain aktif berintteraksi dengan instruktur? (Why were the cadets passive, while the other cadets can interact actively



with the instructor instead?)", in which the response was got from the C16 as follows:

"... *...Memang begitulah mem, kalau ditanya ka juga sama instruktur, salah atau benar, pasti saya respon. Jadi ditanya ka, pasti berpartisipasi semua taruna mau tidak mau* (That is the case Mem. If I were him where I got the same question from teh instructor, it does not matter whether my answer would be right or not, I was to respond it. So, if I were asked, I believe that all of us would participate, willy-nilly"

And then with the further related question on it, the researcher asked the other cadet, C5, "*... Apakah hal itu berarti bahwa kadet yang tidak berpartisipasi sudah pasti belum mengerti?*"

(Is it right that the cadets who do not participate are the cadets who have not understand yet?). Then based on this question toward the C5, the answer was got from him, as follow:

"... *tidak juga mem,, karena bisa saja kita, atau contohnya saya, kalau sudah cukup mengerti tapi tidak berpartisipasi ka karena sementara mengantuk atau sedang lelah* (It is not always like that Mem. Because sometimes we can do it but we do not want. For example myself, even if I have understood enough, I will not participate when i was sleepy or being tired)"

B. Discussion

This section verifies the research findings descriptively. More importantly, it illuminates how the findings contribute towards the related theories.

1. Patterns of Instructor-cadets Interaction Occurring in the Maritime English Classroom

Based on the three conceptual indicators of traffic pattern of the teacher-student interaction proposed by Lindgren (1991); one-way, two-way and multi-way interaction traffic pattern. Based on the indicators, all of the



excerpted data representing the three traffic patterns of the teacher-student (instructor-cadet)

interaction were discussed by the researcher below.

a. One-way Traffic

In Lindgren's (1991) proposition, a one-way traffic interaction is indicated by teacher's full domination in information sharing, and this seems to have been confirmed by the research findings. As described previously, the findings elucidate that one-way traffic instructor-cadets interactions happen in the maritime English classroom in two categories; one-way traffic with cadets' silence and one-way traffic with cadets' simple response. The two categories of one-way traffic interaction mostly appear as the instructor explains the material. When explaining the material, the instructor seems to stand tall as a "commander"; he is the only communicant in the interaction without any response from the cadets, likely to be good listener to her explanation only. Even when the instructor stimulates them to interact, but there is still no any response (it can be seen in the E.1 & E.2), and this is how one-way traffic interactions with cadets' silence typically occur in the maritime English classroom.

Yet, occasionally, this category of one-way traffic instructor-cadets interaction also occurs as the cadets are unable to give some response despite the instructor's stimulation. On the contrary, in certain conditions in the session of material delivery, the cadets could show their enthusiasm for what the instructor explains through a simple response only, and the simple response is typically an interjection such as "Yes Sir" or "Yes" only (it can



be seen in the E.3 and E.4). This is what the researcher calls one-way traffic with cadets' simple response. Indisputably, the above-elucidated findings lead us to understand that what Lindgren (1991) means by one-way traffic is actually full domination of teacher as the only information source, and it typically occurs in the session of material delivery in the teaching and learning process. This is what the previous researches conducted by Li and Jee (2019), Hayik and Westergard (2019), Hoque (2017), Arisandi (2018), and Sundari (2017) did not mention in their claims. Overall, the instructor's full domination leading to the one-way traffic interaction is to merely put the instructor as a "commander" and the cadets as a group of "soldiers" in the teaching and learning process in the maritime English classroom. This is how this pattern of interaction brings such a reserved atmosphere into the classroom. Although this interaction traffic pattern is absolutely needed in the teaching and learning process, notably for knowledge sharing as well as classroom discipline controlling, it seems to have the potential to bore the cadets, particularly those who prefer to have the learning process in practical way.

Having got the explanation above, the one-way traffic pattern occurring within the teacher-student (instructor-cadet) interaction, no matter the domination of the interaction is initiated by the teacher/instructor or because of the student/cadet's inability to respond will always be able to be identified as long as the two participatory interlocutors (one instructor/teacher and one student/cadet) within a single-discussed topic in which the traffic interactions mostly come from the teacher/instructor toward



the student/cadet being able to be passive only, whether with silence only or with simple-short response.

b. Two-way Traffic

Lindgren (1991) utters that a two-way traffic pattern in a language classroom is indicated based on the number of participants being only two within a single-discussed topic (one teacher and one student) in which in the interaction the student can give feedback one or more than one. Having analyzed the data (the E.5, E.6, and E.7), this interaction traffic pattern is clarified by the excerpts, in which it was found that it occurs in two determinant factors; stimulation and questioning. This is another point which the previous researches conducted by Li and Jee (2019), Hayik and Westergard (2019), Hoque (2017), arisandi (2018), and Sundari (2017) did not mention in their claims. As described previously, the two categories of two-way traffic classroom interaction (two-way traffic pattern with instructor's stimulation and two-way traffic pattern with students' question) typically happen in the maritime English classroom by the instructor's initiation and cadets' initiative. While the two-way traffic interactions triggered by instructor's initiation seem to imply the instructor's awareness of the importance of having some interactive communication with the cadets in the material delivery (it can be seen in the E.5 and E.6), those initiated by cadets obviously signal the cadets' big enthusiasm for the instructor's explanation, even in the E.7, one of the cadet involve himself within the explanation that the instructor is explaining by giving him question. Considering the features and determinants, we can now have the claim that



a two-way traffic interaction occurs in the maritime English classroom as the instructor's domination in the information sharing decreases, and this seems to be valid for all subsets of EFL classroom. More importantly, it can be inferred that the two-way traffic interaction occurrence is a "hammer" breaking the "chunk of ice" brought by the one-way traffic. While the one-way traffic interaction stiffens the classroom social atmosphere, the two-way comes to covered it.

based on the explanation above, the researcher assumed a hypothetic argumentation on the two-way traffic pattern occuring within the teacher-student (instructor-cadet) interaction, that as long as there are two participatory interlocutors involving within a single-discussed topic interacting one another, the two-way interaction traffic pattern will always be identified either the interaction is stimulated by the teacher/instructor himself/herself or stimulated by the student/cadet initiative to interact (in the context of the E.7, the initiative is in question form).

c. Multi-way Traffic

As explained previously, multi-way traffic pattern of the teacher-student (instructor-cadet) interaction is the third traffic pattern occuring within the teacher-student interaction in one topic, in which one teacher and many students involve within the interaction, in which each of participants give their responses each other on the single topic being discussed, even occuring within the feedbacks being massive enough (Lindgren, 1991). Based on this conceptual definition and the Excerpt 8 having been displayed above, the multi-way traffic pattern within the teacher-student (instructor-



cadet) interaction represented in the E.8 was interpreted by the researcher having two determinants; instructor's direction (the way the instructor controls the interaction represented the E.8) and cadets' initiative (the initiative to participate indicated by the cadet's dispute and confirmation represented the E.8). These three empirical factors (instructor's control/direction and cadet's dispute and confirmation) determining the multi-way traffic having not been revealed yet by the previous reseraches conducted by Li and Jee (2019), Hayik and Westergard (2019), Hoque (2017), arisandi (2018), and Sundari (2017).

having analyzed these context deeper within the E.8, the researcher found that the massive interactions through multi-way traffic pattern of the instructor-cadet interaction identified by the number of participants and feedbacks provide the cadets with more opportunities to get engaged actively in the material discussion and to practice communicating their ideas in the target language. Considering Krashen's (2001) proposition of foreign language acquisition processes, we can now propose that occurrences of this multi-way interaction traffic pattern is what the cadets need for their maritime English acquisition. Furthermore, based on the conceptual defintion of the multi-way interaction traffic pattern and the explanation of the traffic clarified by the E.8, including the syllogism analysis on it, a hypothetic argumentation can be formulated that as long as there are many interlocutors (involving many participants) and massive feedbacks in the teacher-student (instructor-cadet) interactions (either the interactions occur because of (a) instructor's control or (b) the cadet's dispute and



confirmation) from all of participants within a single-discussed topic, the multi-way traffic pattern of the teacher-student interaction will always be able to be found.

2. Cadets' Perceptions on the Indicated Patterns of Instructor-cadets Interaction Occurring in the Maritime English Classroom

Based on the interview data having been collected by researchers from C1, C2, C5, and C16 (which had been selected purposively), it was found that they were aware of the three patterns of interaction flow occurring. The first is related to the flow of one-way interactions, it can be interpreted that the information from C1 and C2 which reveals that the reason for the passive flow of interactions is that it only focuses on the instructor who makes them feel indifferent to the interaction due to three factors, namely: (a) they have not got understanding yet on the material being interacted with by the instructor; (b) their fear of being underestimated shown by their fellow cadets who laughed when they talked; and (c) the prejudice behavior they usually experience when making mistakes when speaking up about the material discussed in which they are deemed not to remember the material having previously been given. Furthermore, these conditions were assumed by the researcher as the factors make the one-way traffic is the most interaction traffic pattern occurring at the research locus.

Secondly, in the two-way traffic, which is the perception that cadets express about this traffic through information from C5 that he is able to interact in two directions with the instructor because it is not just the stimulation provided by the instructor who he can understand, but often a



two-way interaction with the instructor can occur through questions regarding the instructor's explanation, and even when the explanation of the answer has not been fully captured by the C5, there will be further questions regarding the explanation.

Finally, the cadet's perception of multi-way based on simultaneous answers from C1, C2, C5, and C16 who were aware of the positive dynamics of multi-way traffic interaction patterns, which is based on C16's disclosure through the further questions and also the context is illustrated in E.8 that even though there was a dynamic interaction, in that context there could still be ineffective interactions due to the necessity for them to respond to stimulation from the instructor, even though they did not or somewhat did not understand. Then the ineffectiveness still occurring in this dynamic interaction situation was revealed based on the information from C5 that often even though they were able to play a role in adding to the dynamic of interactions in the multi-way traffic, the physical and psychological conditions they experienced are due to extra learning activities in the form of physical activity. which is a distinctive feature of their educational institutions which adhere to this semi-military system, tends to make them reluctant to interact to add the weight onto the dynamic of the multi-way traffic.

Furthermore, these things are the basis for the researcher's interpretation that based on the perceptions of the cadets on the tendency of interaction participation which were varied (there is evidence of one-way traffic, two ways traffic and multi ways traffic) as evidence of natural class



conditions, as in general the participants. In the learning process, then: (1) the researcher considered the need for a professional instructor's response to create a climate accommodating the participation of cadets, encouraging them to be able to create a learning atmosphere being what it is (does not judge the mistakes of their peers) and to develop an intriguing mechanism providing space for the cadets to express (student-centered) to prevent the situation where the instructor acts a "commander", the one and only information source, creating bored and stiff interaction atmosphere treated them just as a group of "soldiers" who only have to listen to the "Commander"; and (2) the need for a more varied and optimal use of stimulation in the form of "scaffolding talk" to maximize the teacher-students (instructor-cadets) interaction which aims to help the students / cadets; (a) to actively participate; (b) to provide learning support in a structured manner; (c) to help improve students' abilities to be able to solve learning problems that are relatively beyond the students' abilities. These approaches actually were determined based on the fact that there were evidences of feedbacks or the ability to respond to the cadets in the context of learning, so on that basis, the optimization of the teaching and learning process should focus on the substance of learning and its success because this participation is quite valuable as a basic fact of the need for an approach to maximize interaction.

Furthermore, based on the empirical situations above that the researcher could reveal through the cadets' perceptions toward the three traffics occurring in their classroom interaction between them and the



instructor, those findings make this research distinct enough with the previous findings conducted by Li and Jee (2019), Hayik and Westergard (2019), Hoque (2017), arisandi (2018), and Sundari (2017). Through this research, the researcher was able to reveal the reasons why the three traffics could be existed within the maritime classroom interaction at the research locus, especially determining why the one-way traffic could be the most interaction traffic pattern occurring at the research locus.

3. Research Contributions

Having conducted the whole scientific process in this research on all of the excerpted data that the researcher found in his research locus, there are two research contributions that the reseracher could formulate, as follows:

- a. **The construction of the scheme of the Lindgren's three conceptual traffic interaction paterns (one-way, two-way, and multi-way traffic): Empirical contribution on the empirical determinants of each traffics**

As what this first contribution stated, the researcher could constructed a scheme of the Lindgren's three interaction traffic patterns; one-way, two-way, multi-way traffic. The construction was formulated based on the empirical facts that the researcher could reveal after combining the conceptual defintion of each of the Lindgren's three trafic with what the empirical conditions represented by the 8 excerpts (E.1, E.2, E.3, E.4, E.5, E.6, E.7, and E.8), in which the combination produce three hypothetical argumentations;



- 1) The one-way traffic occurring within the teacher-student (instructor-cadet) interaction, no matter the domination of the interaction is initiated by the teacher/instructor or because of the student/cadet's inability to respond will always be able to be identified as long as the two participatory interlocutors (one instructor/teacher and one student/cadet) within a single-discussed topic in which the traffic interactions mostly come from the teacher/instructor toward the student/cadet being able to be passive only, whether with (a) silence only or with (b) simple-short response;
- 2) The two-way traffic occurring within the teacher-student (instructor-cadet) interaction, that as long as there are two participatory interlocutors involving within a single-discussed topic interacting one another, the two-way traffic will always be identified either the interaction is (a) stimulated by the teacher/instructor himself/herself or (b) stimulated by the student/cadet initiative to interact.
- 3) As long as there are many interlocutors (involving many participants) and massive feedbacks in the teacher-student (instructor-cadet) interactions (either the interactions occur because of (a) instructor's control or (b) the cadet's dispute and confirmation) from all of participants within a single-discussed topic, the multi-way traffic of the teacher-student interaction will always be able to be found.



b. A hypothetic propotion toward the Lindgren's three conceptual interaction traffic paterns (one-way, two-way, and multi-way traffic): Empirical contribution on the empirical determinants of each traffics

The two data, E.9 and E.10, were assumed and proposed by the researcher as the data being not able to be covered by the conceptual definitons of the Lindgren's three conceptual interacction traffic patterns occuring within the teacher-students interaction, one-way, two-way, and multi-way traffic. In which all of them were explained below.

Firstly, The reasons why the E.9 was assumed by the researcher that it is not covered by the three traffics proposed by Lidgren (1991) are because (1) it cannot be classified as one-way because there are three participants interacting each other in which to categorized the extract there are only two participants in the interacted-single topic and the student/cadet is passive only; (2) it cannot be categorized as two-way traffic because as same as the case on the one-way traffic that there are more than 2 (two) participants within the interaction in a single topic in which as same as the coceptual definison of the two-way traffic, there are only two participant, one instrutor and one cadet within a single topic being discussed; and (3) it cannot be assumed as the multi-way traffic because the feedback is not massive form each of participants, even though there are more than two participants within a single topic being discussed.

Secondly, In the context of this E.10, the researcher assumed that it cannot be covered by the conceptual definisions of the three traffics proposed by Lidgren (1991) because even though there are traffic being



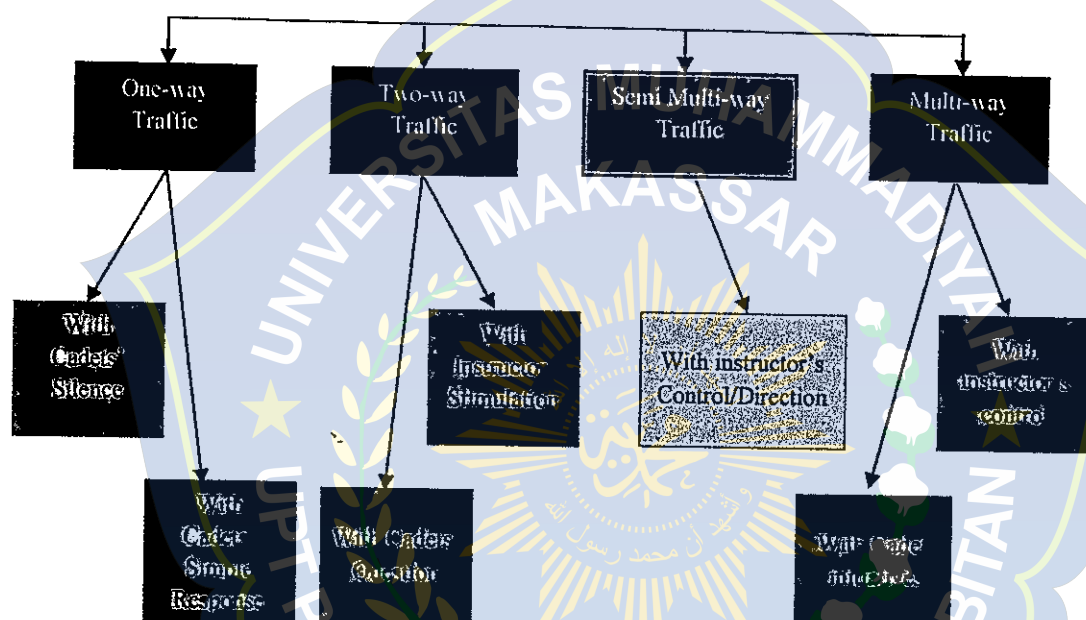
formed implicitly within the E.10 that is stimulated by the /, but the traffic scheme is directed by the / in which the interaction occurred among the pairs themselves within a single topic that is bridged and settled by the / without directly taking a part within their interaction. the real interaction just takes role within the pairs.

Based on the analysis on the E.9 and E.10 above, the researcher categorized the unique aspects revealed by the reasons on the two factual data formulated by the researcher as the "*semi multi-way traffic*", in which this proposed interaction traffic interaction pattern will always be identified as long as there are more than two interlocutors (involving one teacher "instructor" and more than one participants "students / cadets") in which the traffic interaction is directed by the teacher (instructor) toward the participants (students / cadets) responding (giving feedback but not massive enough) the directed-single topic being interacted based on the students / cadets' dispute and confirmation) from all of participants within a single-discussed topic.

Based on the hypothetical argumentation on the proposed traffic interaction pattern (*semi multi-way traffic*) of the first type of classroom interaction, the teacher-students (instructor-cadets) interaction, and the scheme of the traffic interaction patterns of the teacher-students interaction that was reconstructed by the researcher above based on (a) the conceptual definitions of the Lindgren's three conceptual traffic interaction patterns of the first type of classroom interaction, the teacher-students interaction (Moore, 1994), and (b) the empirical facts represented and contributed by



the excerpted data the 8 excerpts (E.1, E.2, E.3, E.4, E.5, E.6, E.7, and E.8), including the E.9 and E.10, the researcher formulated a new hypothetical scheme of the traffic interaction patterns focusing on the teacher-students (instructor-cadets) interaction as depicted below:





CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter concludes the research findings and then leaves some suggestions for both EFL teacher (instructor) instructors and learners (cadets), particularly those of maritime education and training institutions, and other researchers.

A. Conclusion

1. Overall, the objective reality of the interaction patterns of the instructor-cadets interaction occurring in the maritime English classroom interaction were one-way, two-way, multi-way interaction traffic patterns. This conclusion was formulated based on each minor hypothetical argumentation determined based on the Lindgren's three interaction patterns (one-way, two-way, multi-way traffic) and the found empirical data at research locus in which the one-way traffic was also revealed as the the most interaction traffic pattern occurring at the research locus. Besides the found empirical data verifying this first research conclusion showing that overall the interaction patterns at research locus are one-way, two-way, multi-way traffic, the researcher also proposed a hypothetical proposition based on the two empirical data being not able to be covered by the conceptual definitions of each Lindgren's interaction traffic patterns, in which the researcher proposed it with the hypothetical proposition term into the Lindgren's as "*semi multi-way traffic*" that was formulated based on the minor hypothetical argumentation determined based on the two empirical data and the conceptual definitions of the



Lindgren's: *"The semi multi-way traffic will always be able to be identified as long as there are more than two interlocutors (involving one teacher "instructor" and more than one participants "students / cadets") in which the traffic interaction is directed by the teacher (instructor) toward the participants (students / cadets) responding (giving feedback but not massive enough) the directed-single topic being interacted based on the students / cadets' dispute and confirmation) from all of participants within a single-discussed topic".*

2. Based on the cadets' perceptions on the interaction traffic patterns occurring in the classroom interaction where they were involving within, there are some negative determinant factors revealed within the indicated interaction traffic patterns, as follows:
 - a. Within one-way traffic: (1) they have not got understanding yet on the material being interacted with by the instructor; (2) their fear of being underestimated shown by their fellow cadets who laughed when they talked; and (3) the prejudice behavior they usually experience when making mistakes when speaking up about the material discussed in which they are deemed not to remember the material having previously been given
 - b. Within two-way traffic: the effectiveness of interaction cannot be optimized because the cadets cannot catch up with the instruction's explanation making only few of them participate to stimulate this traffic situation to be occurred.



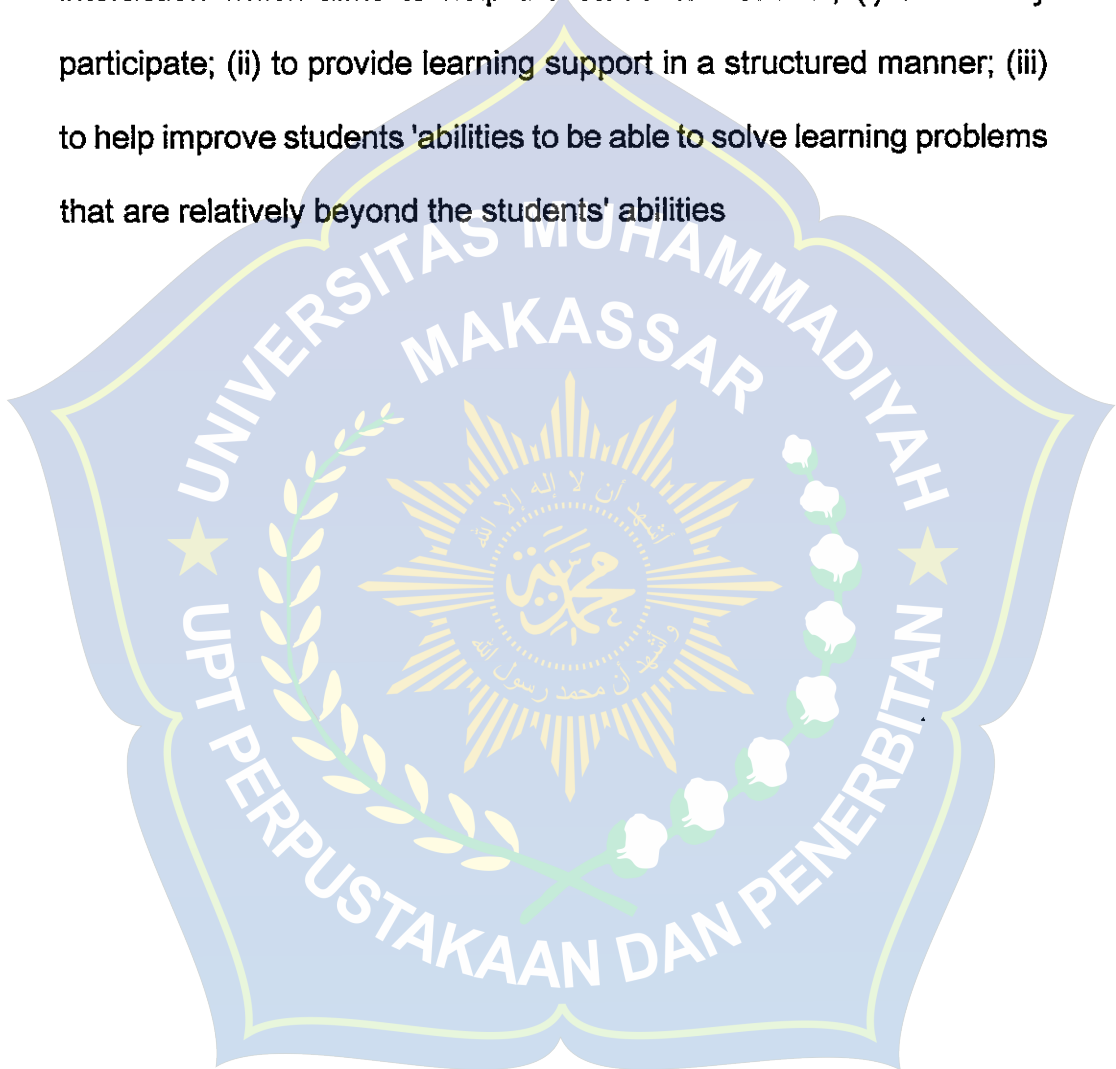
- c. Within multi-way traffic: the ineffectiveness still occurred in this dynamic interaction situation because of the physical and psychological conditions they experienced are due to extra learning activities in the form of physical activity (the military traditional activities) making them to be unwilling to be more participated within.

B. Suggestions

1. As implied by the findings, how the teaching and learning process goes in the maritime English classroom significantly relies on the instructor-cadets interactions. For this reason, both instructors and cadets are urged to improve their knowledge of classroom interaction. It is highly assumed that sufficient knowledge of classroom interaction will help create a conducive classroom and smooth the teaching and learning process.
2. The teacher/instructor should consider the implementation of the student-centre teaching method and scaffolding-talks in which through the implementation within the classroom interaction, the researcher suggested: (a) the need for a professional instructor's response to create a climate accommodating the participation of cadets, encouraging them to be able to create a learning atmosphere being what it is (does not judge the mistakes of their peers) and to develop an intriguing mechanism providing space for the cadets to express (student-centered) to prevent the situation where the instructor acts a "commander", the one and only information source, creating bored and stiff interaction atmosphere treated them just as a group of



"soldiers" who only have to listen to the "Commander" and (b) the need for a more varied and optimal use of stimulation in the form of "scaffolding talk" to maximize the teacher-students (instructor-cadets) interaction which aims to help the students / cadets; (i) to actively participate; (ii) to provide learning support in a structured manner; (iii) to help improve students' abilities to be able to solve learning problems that are relatively beyond the students' abilities





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APPENDIX A

VIDEO 1 (0:16 DETIK)

Teacher :(0:01)

Cadets : Excellent (0:02)

Teacher : Yes, excellent. So, which is give me one example of habits in the sentence (0:03). Yes, tell me one sentence which is(0:12)

VIDEO 2 (33:10 MENIT)

Teacher : This is.....yah (0:03) So, it means that study, yah (0:04). Study is a habit from Hafid and farhan (0:08). Yah (0:13). Study is a habit of Farhan and Hafid (0:15). So, what about you? (0:20).

Cadets : (Silence)

Teacher : Rise! Rise! (0:22). Come on! (0:24). Give me one example of habits, yah! (0:25). Or in your day activity, your day activity (0:28) what your day activity? (0:30). In this campus or at your home (0:32). We are.....oke (1:00). Oke anyone else? (1:04)

Cadets : (Silence) (1:04)

Teacher : Come on! Come on! (1:05) anyone else? (1:06)

Cadets : (Silence) (1:07)

Teacher : (1:10) give me one example (1:12). Or one more, one more, one more (1:14) one more (1:20). Rahman! (1:23)

Cadet 1 (Rahman) : Yes (1:24)

Teacher : and then later we are going to check one by one (1:25). We are going to check one by one (1:30). Your day activity this campus (1:40).Oke, thank you (2:10).....(2:14). Oke, now we are going to check yah (2:16). So, this one yah(2:19) one by one (2:20).(2:23). Is it the activity? (2:27)



cadet 2 (no name) : yes (2:29)

Teacher : Yes, this is true yah (2:30). This is subject yah (2:32). This is verb (2:35) and this is object (2:39). So, what about this one? Is it true? (40)

cadet 3 (no name) : yes (2:47)

Teacher : are you sure? (2:48).

cadets : (Silence) (2:50)

Teacher : Oke, this one (2:52). We, oke (2:54) and this one verb auxiliary (2:55). So, don't need this one (2:59). We.....and.....(3:03). This is talk about habit in your day activity (3:09). Tonight is only one night (3:15). Not..... oke? (3:18)

cadets : (silence) (3:19)

Teacher : understood? (3:20).

cadets : (Silence) (3:21)

Teacher : Oke, this one (3:22). I am be a sailor (3:23).

cadet 4 (no name) : be a sailor (3:24)

Teacher : Is it your day activity? (3:27)

Cadet 5 (Fitra) : No, this is passion (3:28)

Teacher : This is talk in about your what.....now (3:33). I mean student or.....(3:37). Or something like that (3:40). Yah (3:44). Subject, auxiliary, and.....(3:46). For example you are student or teacher, oke? (4:02). You can say, this is your day activity , right? (4:06). Oke, you wake up at.....AM everyday (4:11). So, this is your day activity (4:30). Yah? (4:35).

All cadets : Yes (4:36)

Teacher : is it right? (4:39)



cadet 2 : Yes (4:40)

teacher : so, why didn't you write down.....(4:41). What is your name bro? (5:03)

cadet 6 (Hafid) : Abdul Hafid (5:06)

teacher : Hafid, would you.....!(5:08) Yah, now could you please mention how many chairs in this class? (5:51). How many chairs? (5:57)

cadets : Twenty four (5:58)

teacher : Oke, twenty four (6:01)

cadet 7 (no name) : Twenty five (6:02)

teacher : Twenty one (6:03) Yes (6:39). So, could you please mention? (6:42). What is the.....in this room?.....(6:43). The.....the.....,you know the.....? (6:45). Sesuatu (6:49). Yes (6:51), what's in this room? Mention one by one! (6:52)

cadet 6 (Hafid): table (6:53)

teacher : Oke, table (6:54)

cadet 6 (Hafid): chair, white board (6:58)

Teacher : what else? (7:02) Oke, now one by one start from you! (7:06). After Hafid, kamu! Oke (7:11). And you Hafid, come on! (7:12). Please, hurry up! Hurry up! (7:40). Oke, next, next, next (7:49). Oke, next, next, next hurry up! (8:10) hurry up please! Hurry up! Hurry up! (9:33). Belum belum belum, Wandil! (9:37). Hurry up! Hurry up! (9:54). Oke, now back to the sit please! (10:50). So, you have written how many.....from this class (10:58). You have written how.....in this class (11:03). Oke, now one by one (11:08) start from Armi yah! (11:10). So, how many chairs from this class? (11:13).

Cadet 7 (no name): Twenty four (11:15)



Teacher : Correct? (11:20). Yah, just many, just many twenty four, oke?
(11:21). Oke, now how many.....in this room? (11:26)

Cadets : one (11:29)

Teacher : How many lamp? (11:32)

Cadets : Three, four (11:34) twenty four (11:42)

Teacher : How many bag? (11:45)

Cadet 8 (Aulia) : Six, seven (11:47)

Teacher : Window, how many window? (11:49)

Cadet 9 (no name) : Ten (11:53). Twenty four (11:57)

Teacher : Twenty four? Are you sure? (11:58)

Cadet 10 (Ashari) : Dua belas dua belas (12:01)

Teacher : Oke, twenty four (12:02). How many dirt? (12:05). Dirt, how many?
(12:08). This is a dirt, dirt (12:10) kotoran yah (12:14). How many? How many?
(12:15) oke, we can say (12:18)

Cadet 11 (no name): One (12:19)

Teacher : One (12:25). Oke, how many ink? (12:26)

All cadets : One (12:29)

Teacher : How many marker? (12:34)

All cadets : three, three (12:36)

Teacher : Three (12:37). How many cadets? (12:38)

All cadets : Twenty four (12:40)

Teacher : How many air conditioner? (12:43)

All cadets : One (12:45)

Teacher : How many eraser? (12:47)



cadet 12 (no name): Three (12:48)

teacher : How many.....what is this? (12:50)

cadet 13 (no name): Eraser (12:53). Eraser (12:59) penghapus (13:00)

teacher : Oke, white board, how many white board? (13:10)

cadets : One (13:12)

teacher : How many pen? (13:14)

cadets : Twenty four (13:15)

teacher : Oke, twenty four (13:19).

teacher : How many floor? (13:20)

cadet 8 (Aulia) : Much (13:22)

teacher : How many bottle? (13:26)

all cadets : One (13:27)

teacher : Oke, excellent (13:29).

teacher : How many tables? (13:30)

all cadets : Twenty four (13:31)

Teacher : twenty four (13:32).

Teacher : How many door? (13:34)

Cadet 8 (Aulia) : two (13:35)

Teacher : Two door (13:37).

Teacher : So, everything that you have mention in this, oke (13:38) yah (13:42). Everything you have mention how many chairs in this class or(13:44). Now, how to say in English when I asking how many chairs in this class? (13:50). What is to say? (13:57). You can say, oke (14:02). There are twenty four chairs (14:07) in this



class (14:15). So, this is talk about there are (14:17). Oke, now one more (14:23) air conditioner, how many air conditioner in this class? (14:29).

cadets : One (14:33)

acher : How many? (14:34)

cadets : One (14:35)

acher : You can say (14:39)

cadets : there is one air conditioner (14:42)

acher : One? (14:46)

cadets : Air conditioner (14:47)

acher : Air conditioner (14:50). Understood? (14:55)

n cadets : Yes (14:56)

eacher : How to say in Indonesia there is and there are? (14:57). How to say in Indonesia? (15:00)

cadet 7 (no name) : Ada beberapa (15:07) di situ ada satu (15:10)

eacher : yah, how to say? (15:11). There are and there is we call in Indonesia, ada (15:20). Yah (15:27). Yah, for example (15:30) how many cadets in here? (15:31). How many cadets? (15:36).

Cadet 4 (no name) : Twenty four (15:39)

Teacher : There are twenty four (15:40)

Cadet 4 (no name): There are twenty four cadets in here (15:41)

Teacher : Oke, now this one, how about this one? (15:46) much (15:47).
There is or there are? (16:05)

All cadets : There are (16:09)



cher : But much we use for countable (16:12), eh sorry uncountable
(16:15). You know uncountable? (16:16)

et 8 (Aulia) : Tidak dapat dihitung (16:18)

cher : Yes, excellent (16:19). Yah. But tonight we just focus on there is and
there are

cher : (16:22). Next meeting we are going to study about much, yah (16:26).
.....there is and there are (16:29). There is another ways.
You know another ways? (16:33). Another ways (16:39). Ada
cara lain (16:40). So, when we use there are and there is (16:42). Oke,
now (16:45).....you have to write down, oke, (16:46).
You have to write down everything in here, oke (16:50). After
that, you talk to your friend (16:54). Yah, for example (17:00). I
talk to your friend Hafid, Hafid and Bob (17:02). Bob, there are twenty
four chairs in this class, there is one air conditioner
(17:06).....(17:11). Understood? (17:14) understood?
(17:16).

I cadets : No (17:17)

eacher : For example yah (17:19). Fajar yah (17:20). Fajar come here! (17:21)
and Hafid come here! (17:24). So, this is two cadets, yah (17:29). This
is two cadets will do, how to do this one (17:32) or how to practice
there is and there are as long this all this stage from this class (17:37). --
For example (17:46). You say (17:47) how many chairs in this class?
(17:52)

Cadet 13 (Fajar) : How many chairs in this class? (17:53)

Cadet 6 (Hafid) : There are twenty four chairs (17:56)

Teacher : Oke, next again (17:58)

Cadet 13 (Fajar) : How many (18:00)

Teacher : Switch yah! (18:02)



cadet 6 (Hafid): How many doors in this class? (18:05)

cadet 13 (Fajar) : There is one door in this class (18:08).

cadet 6 (Hafid) : Me? (18:13)

teacher : Yes (18:14)

cadet 6 (Hafid) : How many lamp in this class? (18:15)

cadet 13 (Fajar) : There are four lamp in this class (18:17)

teacher : Understood? (18:19)

cadets : Yes (18:21)

teacher : Understood? (18:22)

cadets : Yes (18:22)

teacher : Oke, now stand up again! (18:23).....(18:24) and the
face to face (18:27) face to face (18:28) face to face (18:31). Oke
understood? (19:08)

All cadets : Yes (19:09)

teacher : Oke, stand up! Stand up! And make it line here! (19:10). Make two
lines! Two lines (19:12). The first line here (19:16), the second line here
(19:17). Hurry up please! Hurry up! Hurry up! (19:19). Oke, hurry up
please! Hurry up! (19:25). Two lines, two lines (19:31). Two lines guys,
two lines two lines (19:34). Yah, face to face, face to face (19:37). Oke,
find your partner (19:40). So your partner oke? (19:41)

All cadets : Yes (19:42)

Teacher : your partner (19:43), your partner (19:44), your partner (19:45),
your partner (19:46), your partner (19:47), partner (19:48),
partner (19:49), partner (19:50), and partner (19:51).
Understood? (19:52)

All cadets : Yes (19:53)



Teacher : Oke now the first question will come from.....(19:54) and then you can answer (19:58). After answered you ask feedback or you answer back (20:00). Understood? (20:05)

Cadets : Yes (20:06)

Teacher : Oke now, one two three go! (20:07). Hurry up! (22:11). Oke now you move one step, oke one step from line (22:35)

Cadet 14 (no name):.....? (22:42)

Teacher : Yes (22:43). And then you move here (22:44) and then you move here (22:47). Yes, excellent (22:50). Now, one two three go (22:52). Oke now finish? Finish? (26:14)

Cadets : Yes (26:16)

Teacher : Move in! move in! (26:18). One more time one more time (16:19). Ones more yah (26:22). Finish? (29:06)

All cadets : Yes (29:07)

Teacher : The last one, the last the last this is the last (29:10)

All cadets : Yes (29:12)

Teacher : Oke, move in move in! come on! (29:13) keep practice! Keep practice! (29:16). Next next next! (31:08). Oke, backt to the sit! Back to the sit! (31:47)

All cadets : Thank you (31:50)

Teacher : So, how you feel after you practice your English? (31:58). How do you feel? (32:01). How do you feel after practice your English? (32:05). Saenal? Saenal? (32:10)

Cadet 15 (Saenal) : Yes (32:11)

Teacher : How do you feel after practicing? (32:13). Rais Rais how do you feel? (32:19)



adet 16 (Rais) : My feel is.....(32:22)

eacher : Sorry? (32:25)

adet 16 (Rais) :.....(32:26)

eacher :(32:28). What about you.....? (32:29)

adet 17 (no name): same with Rais (32:31)

eacher : Same with Rais, that's good (32:33). What about you Bob? (32:38).
How do you feel after practicing? (32:40). Come on! (32:45)

adet 17 (Bob) : So far I am very good (32:53)

eacher : Ohh you very good too. What about you Hafid? (32:55). So, how do
you feel after practicing? (32:57)

adet 6 (Hafid) :(33:05)

eacher : Yah, that's so good thing (33:05). What about you? (33:06)





VIDEO 3 (23:56 MENIT)

Teacher : What about you.....? How do you feel after practicing? (0:04)

Cadet 18 (no name): Maybe I get much (0:08)

Teacher : Sorry? (0:15) come on! (0:21). So, what about you? so how do you feel? (0:26)

Cadet 18 (no name): I feel is, yang tadi? (0:35)

Teacher : Yes (0:40).

Teacher : Yah, what about you Annisa? (0:45)

Cadet 19 (Annisa) : I feel awesome (0:49)

Teacher : Oke, you feel awesome (0:52)

Cadet 19 (Annisa) : Yes sir (0:53)

Teacher :? (0:55)

Cadet 19 (Annisa) : Yes (0:56)

Teacher : So, remember English is not but English is a habit yah (0:57). So, if we just study about there are and there is but we have study all lot of things from this class (1:03). Yah, from there is and there are (1:11). Yah, so remember there is we use for singular (1:15). What is singular? (1:20). Only one (1:22)

Cadet 3 (no name) : Only one (1:23)

Teacher : Yah, singular only one (1:25).

Teacher : What about plural? (1:28)

Cadet 4 (no name) : More than one (1:30)



Teacher : More than one (1:32). So, if only one we can use there is (1:34). But, more than one we use there are (1:39). Yah, for example(1:42). How many doors in this class? (1:44)

Cadets : There are two (1:45)

Teacher : There are two doors (1:46)

Cadets : There are two doors (1:47)

Teacher : And remember when plural, you have to put "s" (1:50). For example chair (1:56). You can't say twenty five chair (1:58). But you have to say there are twenty five chairs in this class (2:01). Not chair, but you have to say chairs (2:06)

Cadet 5 (no name) : But, when we put just more than two one if we just say.....like doors? (2:09)

Teacher : Yah, you can say doors (2:19). Yah, if only one, not additional "S" (2:21). Yah, if more than one you have to give additional "s" (2:25)

Cadet 5 (no name) : "s" (2:29)

Teacher : Yah, for example Bob. How many clock? (2:32)

Cadet 17 (Bob): There are (2:34)

Teacher : There is one clock (2:36). So, you can't say there are one clocks (2:38). Not, oke (2:41).because singular (2:44) understood? (2:48).

All cadets : Yes (2:49)

Teacher : Everyone understood? (2:50)

All cadets : Yes (2:51)

Teacher : Are you serious? (2:53)

All cadets : Serious (2:55)



Teacher : it's easy right? (2:56)

Cadets : Easy (2:58)

Teacher : Easy yah? (3:03). Oke now I have question (3:05). How many brothers and sisters do you have? (3:07). So, if only one there is one sister and there are two brothers (3:17). Yah,.....(3:23). How many member of your family? (3:27). How many member? (3:31). There are six members of my family (3:32). That's easy right? (3:37)

Cadets : Yes (3:38)

Teacher : That's easy (3:39). So, English is easy (3:41). The problem is(3:42). Lazy (3:48). How often do you practice your English everyday? (3:50) how often? (3:56). How often? (3:59). You know often? (4:00)

Cadet 3 (no name) : Yes (4:01) sering (4:02)

Teacher : Yah, seberapa sering kalian berbahasa Inggris melancarkan bahasa Inggris di dalam kelas? (4:03). How many time?(4:08). Never? (4:13). You just come to the class and then sleep (4:16)

Cadet 16 (Rais) : Sometimes (4:19)

Teacher : With who you practice? (4:25)

Cadet 16 (Rais) : (murmuring)

Cadet 4 (no name) : Besari suaranya (4:29)

Teacher : No no no no (4:30)

Teacher : with who? (4:36). With who you practice? (4:39). Amin Rais, do you practice your English everyday? (4:49). Do you practice your English everyday? (4:54). No (4:58). Never (5:00)

Cadet 16 (Rais) : Just sometimes (5:02)



Teacher : Sometimes yah that's good (5:03)

Cadet 5 (no name) : But sir, sorry I want to confirm that we try to understand what you say but sometimes we don't have time to practice our English here because most of our activities here are physical activities. But for my self, I never stop practicing my English (5:34)

Teacher : That's good. So, to be a good cadet who has a good English so you have to practice. You have to practice and never stop. If you have some questions or several questions about English. You may ask me too or you just asking to your teacher when you find yah. Understood? (5:59)

Cadets : Yes (6:00)

Teacher : So, Andi Besse (6:03)

Cadet 20 (Andi Besse): Yes (6:04)

Teacher : Who has your partner? (6:06). Just now, who has your partner? (6:07). Yes, your partner (6:10)

Cadet 20 (Andi Besse) : My partner? (6:21)

Teacher : Yes (6:22)

Cadet 20 (Andi Besse) : My partner Fely and Farhan (6:23)

Teacher : So, could you tell us or tell me what he said about? (6:27). What he said about this one? (6:35)

Cadet 20 (Andi Besse): He said (6:40) he said (6:45)

Teacher : He said that (6:46)

Cadet 20 (Andi Besse) : He said that (6:48) how many (6:51)

Teacher :(6:53)

Cadet 20 (Andi Besse) : How many in this class? (6:57)



teacher :? (7:01)

adet 20 (Andi Besse): He said that how many in this class? (7:03)

teacher : How many in this class? (7:07). You can tell that (7:09). For example yah (7:10). For example (7:11) my partner is Bob (7:12). Yah, for example my partner is Bob (7:15). Oke I am going to report my some question with Bob (7:19). Bob said that, oke (7:23). Bob said that there are twenty five books in this class (7:28) and then there is one air conditioner (7:34). After that there are two doors in this class (7:38). Yah, ceritakan seperti itu! (7:45). Understood? (7:47)

adet 20 (Andi Besse): Yes (7:48)

teacher : Oke, repeat again! (7:49)

adet 20 (Andi Besse): Farhan said, Farhan said that (7:52) there are twenty five table, table in this class in this class (7:58)

teacher : Tables (8:04)

adet 20 (Andi Besse): Tables (8:05) and there is one bottle in this class (8:06). After that (8:10) after that (8:13) twenty (8:15) twenty four (8:17) cadet cadets in this class (8:22)

teacher : That's good (8:24).

teacher : What is your name bro? (8:29)

adet 21 (Dirga) : Me? (8:32)

teacher : Yes, your name? (8:33)

adet 21 (Dirga) : Dirga (8:35)

teacher : Sorry, Dirga? (8:37)

adet 21 (Dirga) : Yes (8:38)



Teacher : Oke, Dirga please repeat your result of your conversation! (8:39).

My partner (8:47). Who is your partner? (8:49)

Cadet 21 (Dirga) :and Fitra (8:54)

Teacher : Oke, tell me about your result of your conversation! (8:57)

Cadet 21 (Dirga) : My partner is Fitra (9:01)

Teacher : He says that (9:11) he says that (9:14)

Cadet 21(Dirga) : He says that (9:15) How money (9:22) How money (9:26)

Teacher : Many not money (9:27)

Cadet 21(Dirga) : How many (9:29) lamp in this class?(9:31)

Teacher : Oke,

Teacher : Now Fitra please report! (9:41)

Cadet 5 (Fitra) : For example like this (9:45) when your (9:48)

Teacher : No, just report your result conversation! (9:49). Everyone pay attention to me! Pay attention to me! (9:53)

Cadet 5 (Fitra) : For example, your friend your partner, ask you how many chairs in this class? (9:58). And your other partner answer there are twenty four chairs in this class (10:05) and come back with Dirga (10:15) When he just talk to ask me how many table in this class? (10:16) and I answer again there are twenty four table in this class (10:22)

Teacher : Yes. Tell me about your result conversation! (10:27)

Cadet 5 (Fitra) : My result of, yes? (10:30)

Teacher : Your conversation (10:33)



adet 5 (Fitra) : My result conversation when my partner is Dirga and Imran (10:34). Imran talk to me, he said that how many chairs in this class? (10:44). And I answer there are twenty four chairs in this class (10:50). And he said that how many bag in this class? (10:55). There are twenty four bags in this class (11:01). And when we just.....my partner with Dirga (11:05) they said that again how many window in this class? (11:09) and I answer there are twenty four windows in this class (11:14) and the last question the last question with Dirga is (11:19) how many eraser in this class? (11:23) and I answer there are three eraser in this class (11:25).

acher : Oke, that excellent (11:29). Tell me about your result conversation (11:33). My result (11:38)

adet 5 (Fitra) : My result conversation with Imran and Farhan (11:40)

acher : Oke (11:46)

adet 5 (Fitra) : He said (11:50) there are twenty book in this class (11:53) and then he said (11:59) I am asking he how many In thisclass? (12:02) and then he said there is onein this class (12:13). And he said who isin this class? (12:18) He said I amin this class (12:22). Just it (12:29)

acher : Oke, thank you. Who is? (12:30)

acher : oke now, Aulia Aulia please (12:37) come on! Come on! Please! (12:45)

adet 8 (Aulia) : My partner Adit and Fitra (12:50)

acher : Yes, please come on! (13:07)

adet 8 (Aulia): Adit said that how many table in this class? (13:10). Fitra said there are twenty four table in this class (13:19) and the next and the next (13:39) Adit said how many marker in this class? (13:43) Fitra answer Fitra answer (13:52) He said (13:57)



Teacher : Please please please! (14:00)

Cadet 8 (Aulia): There are three marker in this class room (14:10) and the last come back to Fitra said how many window in this class? (14:16)

Teacher : Please please! (14:31)

Cadet 8 (Aulia):answer said (14:39) there are twenty four window in this class (14:44)

Teacher : oke, that's excellent (14:47).

Teacher : Oke next you Fajar! Hurry up please! (14:49)

Cadet 13 (Fajar): My partner is and Fadil (14:59)

Teacher : Yes please! (15:04)

Cadet 13 (Fajar) : He ask me how many in this class? (15:07). My answer is there are twenty four in this class (15:24). And I ask how many chair in this class? (15:30) and he answer there are twenty four chair in this class (15:36).....

Teacher : Oke, that excellent (16:02).

Teacher : So, now you! (16:04) who is your partner? (16:06). Youwho is your partner? (16:34)

Cadet 9 (no name): My partner is Saldi and Fitra (16:40)

Teacher : What they said? (16:52) apa yang mereka bilang? (16:56)

Cadet 9 (no name):How many book in this class? (17:00) There are twenty four book in this class (17:06)

Teacher : Ashari, who is your partner? (17:17)



cadet 10 (Ashari) :(17:20)

Teacher : What they said? (17:27) Oke now (17:39) We still have around five minutes yah (17:41) we still have around five minutes (17:45). So, now what you have to do? (17:47). You have to find, oke you have to find five things from outside (17:48) oke? (17:54)

cadet 2 (no name) : Outside? (17:55)

Teacher : Yes, go out! (17:56)

Teacher : And then write down five things after that you come here (17:58). Understood? (18:03)

All cadets : Yes (18:04)

Teacher : I give you five minutes (18:05). Oke go out! And then come here after five minutes (18:06) oke five minutes (18:09). Write in your book (18:11). Yes, understood? (18:13) ngerti? (18:14)

All cadets : Yes (18:15)

Teacher : Keluar kemudian cari tulis semuanya misalkan there are three eeeeeeee apa yang kalian liat di sana (18:16). Oke, five five hurry up! Hurry up! Please! (18:25) hurry up! Hurry up! (18:30) five things (18:33). Five things from outside (18:35)

All cadets : (moving out based on the instruction)

Cadet 11 (no name): Masuk! Sudah selesai, habis waktunya (19:11)

Teacher : Finish? (19:22)

All cadets : Yes (19:23)

Teacher : Come to the class please! Come on! (19:24) hurry up! Hurry up! Hurry up! (19:26). One two three one two three one two three (19:28). Where is your friends? (19:48)



cadet 7 (no name) : Still outside (19:50)

Teacher : Come on! Come on! Hurry up! Hurry up!
(19:51).....(19:54).....(19:56). Oke, what
do you get from outside? (20:02)

cadet 9 (no name) :(20:10)

Teacher : Sorry? (20:15)

cadet 9 (no name) : There are(20:17)

Teacher : What? (20:20)

cadet 9 (no name) :(20:25)

Teacher : Oke, excellct (20:30). So, bro Ashar what do you get from
outside? (20:32)

cadet 23 (Ashar) : There is one (20:39)

Teacher : There is one (20:40)

cadet 23 (Ashar) : there is one car (20:43)

Teacher : Oke (20:46). Oke (20:55)

Teacher : Besse what do you get from outside? (20:58)

Cadet 20 (Besse) : There are many flower (21:00)

Teacher : Oke (21:01)

Cadet 20 (Besse) : There are(21:03)

Teacher : Oke (21:04)

Cadet 20 (Besse) : There is one(21:05)

Teacher : Oke (21:06)



cadet 20 (Besse) : There is one bottle and there is one (21:10)

teacher : Oke, excellent (21:12). Dirga, (21:14) what do you get from
side? (21:15) Where is yours? (21:17)

cadet 21 (Dirga) : There are(21:18)

teacher : Oke (21:20)

cadet 21(Dirga) : There are.....(21:22)

teacher : Sorry (21:24)(21:25). Gufran, what do you get?
(21:37) there is (21:47)

cadet 24 (Gufran) : There is (21:48)

teacher : There are three (21:52) There are three (21:55). Oke (21:58). Oke now
(22:00). So.....tonight (22:01)for next meeting I will
check it one by one (22:04). Oke? (22:08)

all cadets : Yes sir (22:09)

teacher : Understood? (22:11)

all cadets : Yes sir (22:12)

teacher : You have to prepare for next meeting (22:13). So, please listen your name!
(22:16). Oke thank you so much for time and see you next meeting.
Assalamu 'alaikum wr.wb (23:46)



APPENDIX B

INTERVIEW

One-way Traffic Pattern of the Instructor-Cadet interaction

Interviewer : Apakah anda menyadari bahwa dalam interaksi kelas dimana guru menyampaikan materi pengetahuan, para kadet tampak pasif, tidak memberi feedback?

Kadet 1, 2, 5, & 16 : Yes Mem.

Interviewer : Apakah anda tidak biasa berpartisipasi dalam kegiatan belajar-mengajar?

Kadet 1 : Sebenarnya mau ikut aktif berpartisipasi. Tapi sadar ki kalau belum punya dasar yang cukup. Saya sendiri pernah ka hanya bicara sedikit, malah diketawai.

Interviewer : Kalau anda?

Kadet 2 : Karena ku suka bahasa inggris, percaya kalau ku praktekan bahasa inggris ku, pasti bisa berkembang. Tapi, kekurangan ku saya itu pada saat percakapan, diketawai teman-teman, malah menurut instruktur, jenis kesalahan ku waktu itu, na anggap kalau ku lupai pelajaran sebelumnya..

B. Two-way Traffic Pattern of the Instructor-Cadet interaction

Interviewer : Apakah anda menyadari bahwa dalam interaksi kelas dimana guru menyampaikan materi pengetahuan, kadet yang terlibat interaksi yang mana instruktur hanya berfokus pada seorang teman kalian tersebut pada setiap interaksi yang mana ada feedback dari si kadet?



ket 1, 2, 5, & 16 : Yes Mem.

Interviewer : Apakah anda bisa memberikan feedback jikalau diberikan pancingan oleh instruktur?

Kadet 5 : Yes mem, kalau dipancing ki dengan penjelasan yang bisa dipahami, saya secara pribadi, akan bisa merespon untuk itu.

Interviewer : Apakah anda juga bisa berinteraksi dengan pengajar kalau harus ditanyai perihal hal yang dibahas?

Kadet 5 : Kalau tentang berinteraksi dengan instruktur dengan bertanya, sering juga alami, bahkan kalau ku rasa belum jelas dengan jawaban guru, biasa ka juga atau bisa juga memberi pertanyaan kembali atas penjelasan itu.

Multi-way Traffic Pattern of the Instructor-Cadet Interaction

Interviewer : Apakah anda menyadari bahwa dalam interaksi kelas dimana guru menyampaikan materi pengetahuan, para kadet tampak ramai memberi feedback?

Kadet 1, 2, 5, & 16 : Yes Mem. Mantap

Interviewer : Kenapa kadet di kelas ini, pada saat tertentu tampak pasif, tidak berpartisipasi, sementara kadet lain aktif berinteraksi dengan instruktur?

Kadet 16 : Memang begitulah mem, kalau ditanya ka juga sama instruktur, salah atau benar, pasti merespon. Jadi ditanya, pasti berpartisipasi semua taruna mau tidak mau."



viewer

: Lalu menurutmu, apakah hal itu berarti bahwa kadet yang tidak berpartisipasi sudah pasti belum mengerti? Keterangan yang diperoleh adalah sebagai berikut:

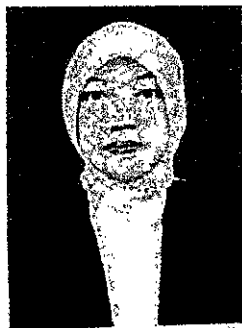
et 5

: Tidak juga mem. Karena bisa saja kita, atau contohnya saya, kalau sudah cukup mengerti tapi tidak berpartisipasi ka karena sementara mengantuk atau sedang lelah.





CURRICULUM VITAE



Fitriani Hilal, born in Ujung Pandang on the 5th of May 1986. The third child of 5 siblings, from the marriage of Andi Tuan Hilal and Rehana. She began her education at kindergarten Barombong, a year later in 1992 she went to SD Negeri Barombong and graduated in 1998, in the same year she continued junior high school at SLTP N 2 Sungguminasa and graduated in 2001. She continued high school at SMA Yapip Makassar Sungguminasa and graduated in 2004. In the same year, she enrolled in English Department at Muhammadiyah University of Makassar and graduated in 2009.

Since 2011 she has been teaching for Maritime English at BP2iP (Balai Pendidikan dan Pelatihan Ilmu Pelayaran) Barombong, today known as Politeknik Pelayaran Barombong as an instructor (teacher). At the end of year 2016, she took graduate program for the English Language Education at Muhammadiyah University of Makassar and has completed.

