The Quality Classroom: Teacher - Student Interaction in Elementary School
(Study at Classroom's Activity of Maunula Primary School in Finland)

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Introduction

Some research reveal that most classroom's activity are still of teacher-dominated ones and students only play passive roles. In reported their research finding on teacher talk time that teacher talk dominated a large proportion of class time that it is almost 75% while student talk time comprised less than 20% of the class time.[1] It is not indicate scientific learning process. Since year 2013, Education in Indonesia has applied uniform (read: for all education in Indonesia) curriculum called curriculum 2013. The implementation of the curriculum is called scientific learning. So there should be skill for both teacher and students, that is scientific learning skill. The scientific skill is describe at theory of this proposal.

When the teacher dominates the talk during learning process, it can be said that he is not successful to create genuine or authentic communication. Usually, the talk is repetitive and monotonous. Other research showed a similar result that on average 71% of the talk was done by the teacher whereas 29% of the classroom talk was filled by student talk.[2] The research above were specific for language subject matter. It were represent for other subject matters too. The value can be taken from the research that the communication happened during the learning process did not well as the paradigm "students' active learning".

Students' active learning shows that students do more than teacher, also able to join discussion. The communication happen not only verbal communication but also non verbal one. Total communication for expressing knowledge and feeling should be happen. By total communication, it will be easier for teacher to detect the real condition of students. It means that teacher easy in doing assessment and evaluation.

Interaction between teacher and student is not only (1) the frequency of verbal communication or speaking, but (2) the academic content, (3) the way to communicate, (4) kind of expression, (5) and non verbal communication too, specially for expressing the feeling. Similar research findings reported that most of teacher talks were used to elicit students' knowledge (questions) which were classified under three categories, namely procedural, convergent, and divergent. Teacher talk was also used to give feedback such as praise with comments, repetition plus praise and guide to self-repair, which is of great significance for learners to stimulate their learning motives and enthusiasm.[3]

Common cause problem why most teacher usually dominates during learning process are, they do not have (1) scientific learning skill, (2) knowledge for new paradigm of learning, also (3) learning process aims, and (4) new habit to held learning, but teaching.

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[1]Behtash E. Z., Azarnia T., A case study of teacher talk time and student talk time in an Iranian language school, International Journal of English Language, Year: 2015, Volume: 2, Page: 274 - 285.

[2]Szendroi I., Teacher talk in the ESP classroom: The results of a pilot observation study conducted in the tourism context, WoPaLP, Year: 2010, Volume: 4, Page: 39 -58.

[3]Rashidi N., Rafieerad M., Analyzing patterns of classroom interaction in EFL classrooms in Iran, Journal of Asia TEFL, Year: 2010, Volume: 7, Issue: 3, Page: 93 -120.

Students have specific characteristic which is different one each other. According Hersey Blanchard (1969) it is needed specific leadership for them, it is called situational leadership.

Scientific learning is intended to provide insight to students in recognizing, understanding the various materials using a scientific approach, that information can come from anywhere, at any time, do not rely on the information in the direction of the teacher. Therefore, it is expected to create learning conditions that will encourage the learners in finding out from various sources through observation, and not just be told.

The application of scientific approaches in the learning process involves skills such as observing, classifying, measuring, predicting, explaining, and conclude. In carrying out these processes, teacher assistance is needed. However, the teacher must aid decreases with increasing adult student or the higher grade students.

Problems

The interaction between teacher and student is still teaching model not learning one. The detail questions are:
1. What categories of teacher talk are used by the teacher in stimulating the students in the process of learning?
2. How do the students respond based on the teacher's stimulus in the process of teaching and learning?

Aims
1. To conceptualize the model of interaction between teacher and student.
2. To investigate the frequency of teacher and students talk.
3. To describe teacher's skill of interaction during learning process.
4. To describe students' skill of interaction during learning process.

Theory

a. Active learning

We use 'active learning' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction whereby knowledge is imparted or transmitted from the teacher to students. For Cambridge, active learning means that learners take increasing responsibility for their learning, and that teachers are enablers and activators of learning, rather than lecturers or delivers of ideas.

Other approaches and terminology that are associated with active learning include: (1) student-centred, or learner-centred learning, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor; (2) enquiry-based, problem-based or discovery learning, where learners learn by addressing and posing scientific questions, analysing evidence, connecting such evidence to pre-existing theoretical knowledge, drawing conclusions, and reflecting upon their findings; (3) experiential learning, which broadly describes someone learning from direct experience. Many authors define these terms slightly differently, and such categorisations of learning have some overlap with each other.

b. Verbal and non verbal communication

What is Verbal Communication? Verbal communication is an all-encompassing term for communication involving words — whether they're spoken, written or signed. The conversations we have with our coworker at lunch, the morning news or the sports page we read in the morning — even the text message you send to your spouse telling him to pick up some milk — is a form of verbal communication. Our ability to communicate with a language that is based on an organized system of words, rather than merely sounds, is what sets us apart from lower species. Not only do we have language, but we also have the technology that enables us to communicate with one another, no matter the physical distance.

Why is Verbal Communication Important? We use verbal communication to inform, whether it is to inform others of our needs or to impart knowledge. Clarification is a key component of verbal communication. Often, we do not articulate ourselves clearly, or our words or actions are misconstrued. Verbal communication helps to clarify misunderstandings and provides missing information. Verbal communication can be used to correct a wrong, where powerful words are more effective than an action. It can also be used as a tool of persuasion and creates opportunity for debate, stimulates thought and creativity and deepens and creates new relationships. In the International Encyclopedia of the Social and Behavioral Sciences article "The Psychology of Verbal Communication," Robert M. Krauss explains, "A species' survival depends critically upon its ability to communicate effectively, and the quality of its social life is determined in large measure by how and what it can communicate."

What is Non-Verbal Communication? Verbal communication coexists alongside non-verbal communication, which can affect people's perceptions and exchanges in subtle but significant ways. Non-verbal communication includes body language, such as gestures, facial expressions, eye contact and posture. Touch is a non-verbal communication that not only indicates a person's feelings or level of comfort, but illustrates personality characteristics as well. A firm handshake or warm hug indicates something very different than a loose pat on the back or a timid handshake does. The sound of our voice, including pitch, tone and volume are also forms of non-verbal communication. The meaning behind someone's words is often entirely different than the literal translation, as is seen in instances of sarcasm and mockery. The clothing we wear and the way we design our living space are also forms

of non-verbal communication that frequently shape people's judgments about others, regardless of whether or not the perceptions are true.

Why is Non-Verbal Communication Important? Think of how many relationships start with a man and woman making eye contact across a crowded room. A playful wink tends to be more effective than a well-thought out pick-up-line. Michael Argyle identifies five main functions of non-verbal communication: to express emotions, communicate interpersonal relationships, support verbal interaction, reflect personality and perform rituals, such as greetings and goodbyes. "The Importance of Effective Communication" paper by Edward G. Wertheim, PhD., details how non-verbal communication interacts with verbal communication: We can reinforce, contradict, substitute, complement or emphasize our verbal communication with non-verbal cues such as gestures, expressions and vocal inflection.

Avoiding eye contact when we tell someone we love them communicates something far different than do spoken words, just as a bright smile when we say congratulations reinforces the sincerity of our words.

b. Pattern of class communication

(1). Group work; Students work in small groups on tasks that entail interaction; conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all; (2). Closed-ended teacher questioning (IRF); Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game; (3) . Individual work. The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary; (4). Choral responses; The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus; (5). Collaboration; Students do the same sort of tasks as in "individual work", but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from "Group work", where the task itself necessitates interaction; (6). Student initiates, teacher answers; For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks; (7). Full-class interaction; The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor; (8). Teacher talk; This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student; (9). Self-access: Students choose their own learning tasks, and work autonomously; (10). Open-ended teacher questioning; There are a number of possible "right" answers, so that more students answer each cue.

Classifying forms of interaction; Look at the various patterns of interaction described above and note for each one how active the teacher and students are in their participation, using the following code: TT = Teacher very active, students only receptive; T =Teacher very active, students mainly receptive; TS =Teacher and students fairly equally active; S =Students active, teacher mainly receptive; SS =Students very active, teacher only reception.

c. Kind of speaking: joke, academic content, feeling expression

A joke is a display of humour in which words are used within a specific and well-defined narrative structure to make people laugh and is not meant to be taken seriously. It takes the form of a story, usually with dialogue, and ends in a punch line. It is in the punch line that the audience becomes aware that the story contains a second, conflicting meaning. This can be done using a pun or other word play such as irony, a logical incompatibility, nonsense, or other means. Linguist Robert Hetzron offers the definition: A joke is a short humorous piece of oral literature in which the funniness culminates in the final sentence, called the punchline… In fact, the main condition is that the tension

should reach its highest level at the very end. No continuation relieving the tension should be added. As for its being "oral," it is true that jokes may appear printed, but when further transferred, there is no obligation to reproduce the text verbatim, as in the case of poetry.

It is generally held that jokes benefit from brevity, containing no more detail than is needed to set the scene for the punchline at the end. In the case of riddle jokes or one-liners the setting is implicitly understood, leaving only the dialogue and punchline to be verbalised. However, subverting these and other common guidelines can also be a source of humor—the shaggy dog story is in a class of its own as an anti-joke; although presenting as a joke, it contains a long drawn-out narrative of time, place and character, rambles through many pointless inclusions and finally fails to deliver a punchline. Jokes are a form of humour, but not all humour is a joke. Some humorous forms which are not verbal jokes are: involuntary humour, situational humour, practical jokes, slapstick and anecdotes.

Identified as one of the simple forms of oral literature by the Dutch linguist André Jolles; jokes are passed along anonymously. They are told in both private and public settings; a single person tells a joke to his friend in the natural flow of conversation, or a set of jokes is told to a group as part of scripted entertainment. Jokes are also passed along in written form or, more recently, through the internet. Stand-up comics, comedians and slapstick work with comic timing, precision and rhythm in their performance, relying as much on actions as on the verbal punchline to evoke laughter. This distinction has been formulated in the popular saying "A comic says funny things; a comedian says things funny Content of speaking:

Say what you feel in a way that you'll be heard. We are wired to have feelings. If we express these feelings in off-putting ways, this wiring can invite a disconnect in our relationships. By contrast, expressing feelings in a safe way can lead to our feeling more connected, especially to loved ones. Knowing how to express feelings tactfully therefore is vital if you want to feel close to people and to sustain your relationships. Sharing positive feelings solidifies relationships. Love, appreciation, gratitude, delight—sharing these feelings builds affectionate bonds.

At the same time, stresses occur in everyone's life, leaving them with sad, scared or mad feelings. In addition, differences and hurt feelings will occur from time to time between just about any two people who often interact. Sharing feelings enables you to talk through the situation that had caused the difficulty. That way you can figure out how the problem occurred and what to do to fix it. Problem-solving together makes negative feelings lift. Otherwise the problem may linger or get worse, negative feelings may fester, and both you and your relationship suffer.

3. Research Method

This study will examine classroom interaction specifically the teacher's stimulus and student response at elementary school in Finlandia. It is categorized as a descriptive case study. In line with the objectives of the study, the data will be classified into two types with reference to the research problems. The first data will be the way the teacher stimulates the interaction of the students using the teacher learning communication management. The second data will be the students' response based on the teacher's stimulus in the process of learning. The participants of the present study included 2 teachers who teach at low level (year 1, 2 or 3) and high one (year 4, 5, or 6), together with their students. The class will be intended for research is thematic class or language subject matter. As the reason, thematic class is more comprehensive, and language subject matter can be assumed as an obstruction subject at elementary school.

Since the study is a descriptive case study, the instruments of the study will be a recorder, an interview guide, and field notes. The recorder (audio visual) will be used to record the data of the teacher and student activity in the learning process. The verbal and non verbal interactions which are going on in

the learning process are usually very fast and complex. It is difficult to observe both the verbal and non verbal interaction without using a recorder (audio visual). By utilizing the recorder, the collected data will be more accurate and the data collection becomes more precise. Then the data collected from the recording will be transcribed into a written form to facilitate the researcher in analyzing them. To keep the validity of the transcription into a written form, the researcher will play back the recorder several times during the transcription. Interview will be conducted to get information from the teacher and the students as the subject of the study.

It will be done when the data that will be obtained from the observation will be considered not clear or insufficient. In this case, the interview will be aimed at complementing the data will be collected from observation and verifying the trustworthiness of the data. The last instrument will be as field notes. In the study, field notes will be conducted to complement the data which will be not covered in the recording such as the activities during the learning process and the use of non verbal language by the teacher and the students.

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