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AN ANALYSIS OF TEACHER-STUDENTS' INTERACTION IN CROSS-CULTURAL UNDERSTANDING ONLINE TEACHING

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ABSTRACT

This article reports on teacher-students' interaction in cross-cultural understanding online teaching. There are several compelling reasons for using the online teaching through the internet-based Project Work in the classroom; a structured way for teacher to begin to incorporate the internet into the language classroom, the use of projects encourage cooperative learning and stimulates interaction, gives the learners a more 'real-world' look and feel and provide greater motivation for the learners. This research employed a case study by means of three data collection techniques, they were observation, interview, and questionnaire. The result of this research was that online teaching helped the students in understanding the material in the CCU classroom. Moreover, the interaction between teacher and students were quite positive during the online teaching. It is suggested for further researchers to conduct a similar study with different frameworks such as online teaching strategies to give more significant contributions to the teaching and learning process.

Keywords: Cross-Cultural Understanding, Interaction, Online Teaching

INTRODUCTION

This study deals with the use of online teaching methods in teaching cross-cultural understanding. Traditional classroom method is considered the best, which is by face-to-face teaching methods and using books as media, while others prefer to implement new ways of teaching, using computers to assist students in learning a language. This is known as online teaching. Moreover, in the global era, the teacher need not only teaching traditionally but also be able to use media or technology for their teaching. It is because in the global era technology develops very rapidly. According to Dudeney and Hockly

(2007), technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more.

People use the internet nowadays. Internet is one of the technologies that is often used in the education field. According to Tan (2012), “technological advances and the availability of a wide array of teaching resources on the Internet, however, have opened up and innovative instructional techniques that may be used to overcome student passiveness and enhance critical thinking.” Moreover, Dudeney and Hockly (2007), explain that there are several compelling reasons for using internet-based Project Work in the classroom; a structured way for teacher to begin to incorporate the internet into the language classroom, the use of projects encourage cooperative learning and stimulates interaction, gives the learners a more ‘real-world’ look and feel and provide greater motivation for the learners.

Many articles available on the internet can be used as the teaching source. News articles are in the form of factual events happening in the society which have a correlation with cultural issues. For example, the articles telling about the experiences of some American popular celebrities when they visited Europe will lead to the discussion of cultural differences presented in short fictive stories. Some of the short stories can be used in CCU classes. This gap occurs due to the lack of interactive and explorative use of the internet. The important rationale to use the internet as a language learning tool is that young learners’ familiar with the internet. Finally and most importantly, ease of access to internet and availability in most handheld devices makes it more inviting to consider this platform for use in language classrooms, especially in CCU class.

The aforementioned statements strengthen the researcher aims at investigating the teacher-students’ interaction in cross-cultural understanding online teaching is worth to be conducted.

Teacher-Students’ Interaction

Interaction in the classroom is very important to do by teachers and students, students learning in the classroom related to their interaction with the teacher. Active interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in students’ behavior and understand the needs of students in the classroom. In other words, the interaction between students and their teacher is a new direction in the communication that occurs in the classroom. Most fillers function hesitation directed to the teacher utterance (Fatimah, G.S., 2017). Hence, interaction is still significant in language learning-teaching

situation. Through interaction, students can increase their language store as they listen or read materials. Students may have the opportunity to develop their production of language as they listen to their fellows.

Online Teaching

Teaching online means conducting a course partially or entirely through the Internet. It's a form of distance education, a process that traditionally included courses taught through the mail, by DVD, or via telephone or TV—any form of learning that doesn't involve the traditional classroom setting in which students and instructor must be in the same place at the same time.

Online learning offers more freedom for students as well. They can search for courses using the Web, scouring their institution or even the world for programs, classes, and instructors that fit their needs. Online learning is taking place in a variety of environments and combinations. There are students using mobile devices to communicate and collaborate with instructors and classmates, others gathering in local computer labs to connect with central university resources to bring previously unavailable classes to far-flung portions of a nation, and there are degree programs offered fully online for which students need never set foot on a physical campus.

Teacher-Students' Interaction in Online Teaching

The selection of an appropriate strategy is critical. It determines the nature of the e-learning environment and guides the overall design and sequencing of e-learning interactions. It requires the instructor and/or instructional designer to consider the desired learning outcomes, learner characteristics, and contextual factors as well as his or her personal values and beliefs about teaching and learning. It may also require the instructor and/or instructional designer to step out of his or her comfort zone, applying a strategy that s/he may have yet to experience.

A fundamental systematic design principle is that the nature of the desired learning outcomes should drive the instructional design process. For instance, the specific technique used to analyze an instructional situation should be based on targeted learning outcomes (Jonassen, 1999). Similarly, learner assessment methods should be determined by the nature of specified objectives Berge & Hirumi (2002). The same principle applies to the selection of a grounded instructional strategy.

For instance, a direct instructional strategy may be effective and efficient for training people on the use of a new photocopying machine (a relatively simple procedure). If there

is basically one correct answer or one method for deriving the correct answer, learners may not have to derive meaning and construct knowledge through social discourse. In contrast, if the learning outcome requires higher-order thinking and there is more than one correct answer or more than one way to find the answer, then learner-centered approaches that encourage learners to interact with others to help interpret, apply and otherwise construct knowledge may optimize learning.

Learner characteristics are also important to consider. In some situations, learners may have greatly varying prior knowledge of the subject matter. For example, it is not uncommon for some to begin an introductory computer course with considerable computer experience, while others may start with little to no computer skills. In such cases, a student-centered approach (e.g. Hirumi, 2002) that allows learners to negotiate their own learning objectives, strategies and assessments based on their particular needs and interests may be useful. Other key learner characteristics may include but are not necessarily limited to learners' level of social and cognitive development, and preferred learning style.

Key contextual factors, such as the number and nature of learning sites may also affect the selection of an instructional strategy. If there are over 50 students taking a course who are spread across a state and it is important to allow them to work at their own pace, a self-instructional strategy may be necessary. Self-instructional materials that help students monitor and regulate their own learning with few learners–instructor interactions may be more appropriate than a collaborative approach with a high degree of planned learner-learner and/or learner–instructor interactions. Some contexts may also call for the use of specific methods, such as simulations or cases, warranting the use of the simulation model or case-based reasoning as an instructional strategy.

In selecting an appropriate strategy, the instructor's educational philosophy and epistemological beliefs must also be taken into account. If the instructor believes that people derive meaning and construct knowledge through social interactions, then constructivist, learner-centered, and cooperative instructional strategies may support his or her beliefs. In contrast, if the instructor or designer believes people learn best by 'doing,' then an experiential approach may resonate with his or her educational philosophy. In cases where an instructional designer works with the instructor to create instructional materials, discussions of beliefs and values are warranted, leading to a common vision of a general instructional approach (e.g. learner-centered, experiential, teacher-directed) and then the selection of a grounded strategy.

Selecting an appropriate instructional strategy is neither simple nor straightforward. Much depends on the desired learning goals and objectives, but concerns for the learner, the context and fundamental beliefs about teaching and learning also mediate the selection process. Perhaps even a stronger influence is time and expertise. With insufficient time or training, educators often revert to what they know best; that is, teacher-directed methods and materials. To select an appropriate instructional strategy, the instructor and/or designer must have the time and skills necessary to analyze several important variables and consider alternative strategies. They must also have the confidence, desire and the opportunity to apply alternative instructional strategies within the context of their work environment.

Cross-cultural Understanding

Cross-cultural understanding is needed wherever there are cultural differences, it would seem most appropriate to focus on the development of a way of thinking about human behavior and its cultural determinants. Cultural differences are the main issues in cross-cultural education (Grant & Lei, 2001). Recognizing the differences between people with different cultural backgrounds such as religion, ethnics, belief is a must. Cross-cultural understanding is the ability to recognize the (cultural) differences, make correct interpretation and react properly to people or situations in the communication with these communities (Sugirin, 2009).

Cross-cultural understanding is important not only in communication between people by different nationalities or languages but also in people of the same nationality but has different cultures. Foreign language learning can be considered as cross-cultural education. In a foreign language class, the students learn not only linguistic competence but also the society's culture that uses the language that is learned.

Cross-cultural understanding should be trained. The goal of training cross-cultural understanding is to help students acquire attitudes, knowledge, and skills needed to successfully function within their own microculture, mainstream culture and the global community Sinagatullin (2003). This process is a means to improve cultural awareness and cultural sensitivity in the practice and learning a foreign language. Tanaka (2006) claims that the concept of 'cultural awareness' – understanding of different cultures – has been emphasized as an essential part of English learning and teaching. This claim can be applied in other foreign languages too, for example, French, German, Chinese, and Korean, etc. In the classroom context, cross-cultural understanding will support the students to achieve cross-cultural competence through cross-cultural sensitivity. Cross-cultural understanding

should be taught in the classroom. This process can be done in several ways, such as the Cognitive approach, communicative approach, and intercultural approach.

Online Teaching Strategies

Online learning strategies must present the materials and use strategies that enable students to process the materials efficiently. Since working memory has limited capacity, the information should be organized or chunked in pieces of appropriate size to facilitate processing. If learners have positive perceptions of their interactions with the technological tools of the learning environment, it is likely that they will also have positive perceptions of their interactions with faculty and other learners (Arbaugh & Rau, 2007). Discussions should be taken weekly with peer posts that allow students feedback to facilitate learning. Using online office hours, posting traditional office hours, and contact information such as email, telephone number or even Skype information will enhance the student's learning perceptive.

METHOD

This research used a qualitative design, especially a case study. The case study is appropriate to get the result of Analysis of Teacher - Students' Interaction in CCU Online Teaching. A qualitative research design is appropriate to be used in this research. Frankael and Wallen (2007) highlight that "qualitative research is more concerned with understanding situations and events from the viewpoint of the participants. Accordingly, the participants often tend to be directly involved in the research process itself". This research was conducted to the third-year students at one of the private universities in Ciamis. This university was chosen by the researcher because this university relevant to this topic and the lecturer used online teaching in CCU classrooms. The researcher has investigated CCU which the lesson is in the sixth semester of the English program. To explore the teacher-students interaction in CCU online teaching, the researcher used observation, interview, and questionnaire as the data collection instruments. Then, the researcher chose to anonymize the respondents to the questionnaire to get the objective result (Thooyibah, 2019).

FINDINGS AND DISCUSSION

First, after making observations, the researcher found some facts in teacher-students interaction in CCU online teaching. The first question in this study is found in the observed data. Based on the classroom observations, the researcher found that the IRF

sequence occurred between teacher and students, where is an initiation by the teacher, followed by a response from the student, followed by feedback to the students' response from the teacher.

Some researchers in the previous study said that the interaction in the classroom is too hard to hold. According to Semium (2010) that the ELT has not been successfully conducted. It is because of teacher quality. In this research the ELT run smoothly, the teacher was able to lead and organized the classroom, it means that the teacher has a good quality. According to Ketut (2012), the teacher was able to initiate the sequence and topic, it is the same with the result from this study that is the teacher always initiated to start the topic.

Second, after making interviewed and questionnaire, the researcher deals the teacher strategies can help the students in CCU classroom. Online teaching make the students easier and then to prepare the students more active in the classroom, and they don't have to copy the material that already got in online, and the last interaction between teacher and students quit positive interaction during online teaching and they can be more active in online and also in the classroom.

Moreover, the teacher strategies the helped students in CCU classroom in several ways namely, make it easier and then to prepare the students more active in classroom, and they don't have to copy the material that already got in online, and the last interaction between teacher and students quit positive interaction during online teaching and they can be more active in online and also in classroom.

CONCLUSION

The researchers concluded that online teaching helped the students in CCU classroom in several ways; allowing the students to be more stimulating in understanding the material, allowing collaboration and interaction among the students and teacher, allowing the students to be more involved in the CCU practice, and allowing the students to find new knowledge that the students have not gotten from classroom learning. The online teaching made the students more than easier to prepare the material before joined in the classroom. However, the teacher found difficulties such as the signal and the barrier. To overcome the difficulties, the teacher used a copy material in a flash disk. Thus, teacher-students interaction in CCU online teaching was quite positive interaction during online teaching and also in the classroom.

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Appendix 1

Dear participants

Using this information, the researcher aim to evaluate your interaction in online teaching, so your views are valuable for her. While completing the questionnaire, you should read each question carefully and choose only one option by checklist your choices. The information you provide will only be used for scientific purposes. The researcher thank you for your patience and attention.

Please read each of the following statements carefully. Then choose whether you:

- 1 = strongly disagree
- 2 = disagree with the statement
- 3 = are not certain or undecided about the statement
- 4 = agree with the statement
- 5 = strongly agree with the statement

1. Online learning helps you to understand the material I have learned more deeply.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____
2. With online learning I find new knowledge that I have not gotten from classroom learning	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____
3. With online learning, I get the opportunity to study anywhere and anytime without being limited time	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____
4. If I understand the difficulties, I can find a solution from an internet source (online)	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ _____

5. The teacher role is so important in online teaching process	1_____ 2_____ 3_____ 4_____ 5_____ _____
6. Online learning is held solely to get additional value from the teacher	1_____ 2_____ 3_____ 4_____ 5_____ _____
7. Is online education as effective as face-to-face teaching	1_____ 2_____ 3_____ 4_____ 5_____ _____
8. Is online learning more conducive to cheating	1_____ 2_____ 3_____ 4_____ 5_____ _____
9. I am motivated and able to work independently	1_____ 2_____ 3_____ 4_____ 5_____ _____
10. I believe that high-quality learning can occur without face-to-face interaction.	1_____ 2_____ 3_____ 4_____ 5_____ _____

Appendix 2: Interview Transcript

Interviewer : Why do you use online teaching in CCU?

Interviewer : What is the benefit of online teaching in CCU?

Interviewer : How do you interact with your students in CCU online teaching?

Interviewer : Do you find the difficulty of online teaching in CCU?

Interviewer : How to overcome it?

Interviewer : How is teacher-students' interaction in CCU online teaching?