CHAPTER TWO
LITERATURE REVIEW

2.1   Previous Studies

The researcher took several previous studies to ascertain the authenticity of the study. The first study entitled "*Levels of Interaction Provided by Online Distance Education Models*" was a research study conducted by Alhih and Ossiannilsson (2017). This research was conducted to evaluate levels of interaction in the practices of distance education centers. The researcher used an interaction and satisfaction survey to collect quantitative data. The survey consists of personal information, student-teacher interaction, student-students interaction, student-content interaction, student-interface interaction, and students' satisfaction. From the discussion, the researcher found that in distance education settings interaction at different levels is crucial for learners' motivation and success in their course.

Secondly is a journal article conducted by Diep et al. (2018) entitled *"Adult Learners' Social Connectedness and Online Participation: The Importance of Online Interaction Quality"*. This research was conducted to investigate how adult learners' online participation operationalized as discussion contribution, collaborative facilitation, and social interaction, and their perceived online interaction quality is related to their feeling of social connectedness. The researcher used a questionnaire to collect data from the adult learner in Belgium. The researcher found that collaborative facilitation and online interaction quality significantly contribute to adult learners' perceptions of social connectedness. Furthermore, the finding reveals that online interaction quality fully mediates the

relationship between discussion contribution, social interaction, and social connectedness.

Thirdly is research entitled "*Investigating Classroom Interaction: Teacher and Learner Participation*" was a research study conducted by Siddig and Al-Khoudary (2018). This research objective is to analyse the suitable methods of improving and maintaining a good learning environment. The researcher used a questionnaire to collect the data in the classroom. The researcher found that the teacher's perception of his behaviour does not match with the perception made by the student. He perceived higher scores at some scales like friendly and leadership sectors than the students thought.

The next one is research entitled *"Students Interaction and the Role of the Teacher in a State Virtual High School: What Predicts Online Learning Satisfaction?"*. It was a research study conducted by Zhang and Lin (2019). The research objective is to know what are the effects of learner-learner interaction, learner–teacher interaction, and learner–content interaction on satisfaction. The researcher used an online survey for a total of 1593 students who were taking Chinese, French, German, Japanese, Spanish, or Latin from 38 teachers. The researcher revealed that at the student level, learner–content interaction was the only type of interaction that significantly predicted satisfaction; and that at the teacher level, the pedagogical role was a significant and positive predictor of student satisfaction, whereas the managerial role predicted learning satisfaction significantly and negatively.

The last one is a journal article conducted by Hanum (2017) entitle *"The Importance of Classroom Interaction in the Teaching of Reading in Junior High*

School". This article has summarized some of the results of studies in order to see classroom interaction. Interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students' language performance. Not only do students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk. It can be concluded that classroom interaction is beneficial in the teaching and learning process. This article is intended to give additional information on classroom interaction.

In contrast to the above previous studies, the researcher is concerned with finding teacher behaviour and style in teaching the English language by a focus on interaction whether or not the teacher always stayed on his/her best performance based on students' perspective. Most of the previous studies use a questionnaire as their data collecting technique, but not only questionnaire the researcher in this research also uses observation as data analysing technique to support qualitative design in form of the case study.

2.2 Theoretical Framework

2.2.1 Definition of Interaction

In the learning process, there is an interaction between teacher and students. We might define classroom interaction as a two-way process between the participants in the learning process. Dagarin as cited in Brown (2001, p. 165) says that interaction is, in fact, the heart of communication: it is what communication is all about. Rhalmi (2016) says that the term "interaction" is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain a conversation, teach or interact with participants involved in teaching and learning in the classroom.

2.2.2 The importance of Interaction in an Online Learning Process

Rivers (1988:4) states the importance of interaction in the learning-teaching process. He tells that through interaction, students can increase their language storage as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem-solving tasks, or dialogue journals. He adds that in interaction, students can use all the process of the language-all they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is important to them. Thus, they have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating a discourse that conveys interactions.

Chaudron (1998: 10) quotes Allwright's point of the importance of interaction in the learning-teaching process. Interaction is viewed as significant because it is argued that:

a. Only through interaction can the learner decompose the target language structures and derive meanings from classroom events

b. Interaction gives learners the opportunities to incorporate the target language structure into their own speech

c. The meaningfulness for learners of classroom events of any kind whether the thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners.

In reference to the explanation above, interaction is important in the teaching and learning process because it can facilitate students to improve and explore their language ability through communication with others.

2.2.3   Teacher-Students Interaction in an Online Learning Process

Teacher-student interaction is the interaction between the teacher and students, the teacher is an important role in this interaction. The teacher gives the question, answer, and discussion session to increase students' capability in speaking English. To get students' emotions the teacher did a personal discussion with some students. The interaction occurred in activities when teachers explaining, praising, corrected mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation, surprising, and laughter.

In the teaching-learning process, when explained, the teacher should be set the sound volume, speed, and choice of clear words. So, the students could easy to understand the material. Used examples following the daily activities, would be made students better understand the material submitted. When finished explaining the teacher asked students "are you understand?" if there were students who do not understand they could ask then the teacher would explain again.

2.2.4 The Role of Teacher Interaction in an Online Learning Process

In an online learning process, a teacher is demanded to behave according to the roles she or he is to play. Role refers to the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1989: 79). Ellis in Richards et al. (1994: 97) define the role as the part taken by a participant in any act of communication. Richards and Rodgers (1986: 23) state that teacher interaction roles are similarly related ultimately both to assumptions about language and language learning at the level of approach.

Richards and Rodgers (1986: 23-24) add some roles of the teacher interaction: the teacher as a source of knowledge and direction, catalyst, consultant, guide, and a model of learning. The roles of the teacher interaction will ultimately reflect both the objectives of the method and the learning theory in which the method is predicted, since the success of the method may depend on the degree to which the teacher can provide the content or create conditions for

successful language learning. A teacher is a key to the educational program. Furthermore, he adds that a teacher interaction has a role as:

    a. A knowledge importer is a planner, organizer, and evaluator

    b. A disciplinarian

    c. A decision-maker.

An ideal teacher must have the roles. However, the important thing is that all the roles have their own place. Everything depends upon the need of the students.

2.2.5 The Role of Students Interaction in an Online Learning Process

Johnson and Paul in Richards and Rogers (1993:23) propose the role of students interaction in a learning process as follows:

a. Students plan their own learning and thus ultimately assume responsibility for what they do in the classroom,

b. Students monitor and evaluate their own progress,

c. Students are members of a group and learn by interacting with others,

d. Students tutor other students, and

e. Students learn from the teacher, from other students, and other teaching resources.

In conclusion, the student is the first one who is responsible to learn a certain subject. In this connection, student interaction plays an important role in the teaching and learning process.