



Teacher Explanation Strategies in Online EFL Classroom Interaction at Madrasah Aliyah

Strategi Penjelasan Guru dalam Interaksi Kelas EFL Online di Madrasah Aliyah

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ABSTRACT

This research aimed to know the teacher explanation strategies in online EFL classroom interaction, the teachers way of apply the strategies in giving explanation in online EFL classroom interaction and the reasons uses strategies in online EFL classroom interaction. The instrument uses observation, interview and documentation. There were three teacher at Madrasah Aliyah Negeri 1 Sinjai in the first semester participated in this research. Qualitative research design was considered as an appropriate approach as a type of research. This research found that (1) There were five strategies used by teacher in giving explanation namely (a) similarities and differences, (b) summarizing and note taking, (c) reinforcing effort and providing recognition, (d) homework and practice, (d) setting objectives and providing feedback, (e) Nonlinguistic representation; (2) there were four ways used by teacher in giving explanation, that is saying greetings when starting the lesson, praying before starting and ending the lesson, be intentional and Provide examples; and (3) the teacher reason for using explanation strategies in online EFL learning classroom interaction through whatsapp in general because is an easy way to explain the material through text so all students can read.

Keywords: Teacher explanation strategies, Online EFL classroom interaction

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi penjelasan guru dalam interaksi kelas EFL online, cara guru menerapkan strategi dalam memberikan penjelasan dalam interaksi kelas EFL online dan alasan menggunakan strategi dalam interaksi kelas EFL online. Instrumen yang digunakan adalah observasi, wawancara dan dokumentasi. Terdapat tiga orang guru Madrasah Aliyah Negeri 1 Sinjai pada semester pertama yang berpartisipasi dalam penelitian ini. Desain penelitian kualitatif dianggap sebagai pendekatan yang tepat sebagai jenis penelitian. Penelitian ini menemukan bahwa (1) Terdapat lima strategi yang digunakan guru dalam memberikan penjelasan yaitu (a) persamaan dan perbedaan, (b) meringkas dan mencatat, (c) upaya penguatan dan pemberian pengakuan, (d) pekerjaan rumah dan latihan, (d)) menetapkan tujuan dan memberikan umpan balik, (e) Representasi nonlinguistik; (2) ada empat cara yang digunakan guru dalam memberikan penjelasan, yaitu mengucapkan salam saat memulai pelajaran, berdoa sebelum memulai dan mengakhiri pelajaran, niat dan Memberi contoh; dan (3) alasan guru menggunakan strategi eksplanasi dalam pembelajaran EFL online interaksi kelas melalui whatsapp pada umumnya karena merupakan cara yang mudah untuk menjelaskan materi melalui teks sehingga semua siswa dapat membaca.

Kata Kunci: Strategi penjelasan guru, interaksi kelas EFL online

1. INTRODUCTION

In the learning process the teacher plays an important role, the keys of the learning process are the interactions among students themselves, the interactions between teacher and students, and the collaboration in the learning that results from this interaction. "Classroom interaction" also includes, according to Chaudron (1988), "classroom behaviors such as turn-taking, questioning and answering, meaning negotiation, and feedback.

Brown (2006) defines classroom interaction as a collaborative exchange of thought, feeling, or ideas between two or more people that has a reciprocal effect on each other.. In an EFL context, classroom interaction is defined as all communication. which refers not only to exchanges involving genuine communication, but also to every oral exchange in the classroom, including those that occur in the formal drilling program (Ellis, 1990). Interaction takes place as long as people are present. communicating with one another, taking action and receiving a reaction in one another at any time and place.

Similar research was conducted by Siti Kiftiah (2019) who investigated teaching strategies in giving explanations in the EFL classroom, specifically to know the kinds of languages and expression, the functions of languages, and the strategies of the teachers in giving explanations in EFL classroom. The finding showed three kinds of languages and several expressions— target language (English), native language (Indonesian), and Mother tongue; Second, language functions such as instrumental function, representational function, regulatory function, imaginative function, personal function, instructional function, and heuristic function were used by teachers in running classroom activities such as linking the previous lesson, starting the new material, presenting the material, checking the students' understanding, sequencing the activities, and checking the students' progress. Third, direct instruction was used. The ability to explain is a teaching

skill that is heavily influenced by the teacher's knowledge and creativity. There are no two teachers who use their teaching abilities in the same way.

2. RELATED LITERATURE

2.1. Teacher Explanation

There are some definitions and also principles of explanation by experts. According to Mopond (1995) explanation is characterized by its function as "a tool that is used by a speaker for understanding or 'giving a sense' to the object of communication, of a debate, or a discussion. The role of an explanation is to make clearer the meaning of an object (method, term, assignment) maintaining formally the necessary distance between the object of the action or study and the tools. it is clearly stated that In the learning/teaching process, explanation is a tool used by both, teacher and students. Its goal is to manifest comprehension.

2.2. Teacher Strategies in Giving Explanation

In giving explanation, teacher will use some strategies to foster student interest in being involved in learning so that the students will understand learning material. According to Brown (2000), strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating creating information. Marzano (2003) collected strategies into eight groups: identifying similarities and differences, summarizing and note taking, reinforcing effort and proving recognition, homework and practice, nonlinguistic representation such as mental images, graphs, acting out content, cooperative learning, setting objectives and providing feedback, activating prior knowledge via questions, cues, advance organizers. Explanations of the strategies as follow:

- 1) Identifying Similarities and Differences: This strategy helps students understand more complex problems by simply analyzing them, and also enhances students' understanding of and ability to

use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different. Sample activities related to this strategy as follow

- 2) Use Venn diagrams or charts to compare and classify items
- 3) Persuade students in comparing, classifying and creating metaphors and analogies
- 4) Summarizing and Note-taking: This strategy promotes comprehension because student have to analyze what is the important and unimportant and put it in their own words. This strategy also persuade students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details. Sample activities related to this strategy as follow:
 - a. Provide a set of rules for asking students to summarize a literary selection a movie clip, a section of textbook, etc
 - b. Provide a basic outline for note-taking, having students fill in the pertinent information
- 5) Reinforcing effort and providing recognition: This strategy persuade students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard. Sample activities related to this strategy as follow :
 - a. Provide student with abstract tokens of recognition or praise for their accomplishments related to the attainment of goal
 - b. Share stories about people who succeeded by not giving up
 - c. Find ways to personalize recognition. Give awards for individual accomplishments
 - d. " Pause, Prompt, Praise" if a student is struggling, pause to discuss the problem, then

prompt with specific suggestions to help her improve. If the student's performance improves, as a result, offer praise.

- 6) Homework and Practice: This strategy extends the learning opportunities for students to practice, review, and apply knowledge and enhances students' ability to reach the expected level of proficiency for a skill or process and also provide opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the student. Feedback should be given for all homework assignment. Sample activities related to this strategy as follow:
 - a. establish a homework policy with a specific schedule and time parameters
 - b. vary feedback methods to maximize their effectiveness
 - c. focus practice and homework on difficult concepts
- 7) Nonlinguistic Representations: This strategy persuade students' ability to represent and elaborate on knowledge using mental images. Sample activities related to this strategy as follow :
 - a. Incorporate words and images using symbols to represent relationship
 - b. Use physical models and physical movement to represent information
- 8) Cooperative Learning: This strategy provides students with opportunities to interact with one another in ways that enhance their learning. Organizing students into cooperative groups yield a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy be systematic and consistent in your approach. Sample activities related to this strategy as follow :
 - a. Group students according to factors such as common interest or experiences
 - b. Vary group size and mixes
 - c. Focus on positive interdependence, social

skills, face to face interaction and individual and group accountability

- 9) **Setting Objectives and Providing Feedback:** this strategy provides students with a direction for learning and with information about how well they are performing about a particular learning objective so they can improve their performance. Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Sample activities related to this strategy as follow :
 - a. Set a goal for a unit and then encourage students to personalize that goal by identifying areas of interest to them. Question like " i want to know " and " i want to know more about ... " get students thinking about their interest and actively involved in the goal setting process
 - b. Use contracts to outline the specific goals that student must attain and the grade they will receive if they meet those goals
 - c. Make sure feedback is corrective; tell student how they did about specific levels of knowledge. Rubrics are great way to do this
- 10) **Cues, Questions, and Advanced Organizers:** This strategy helps students use what they already know to enhance what they are about to learn and also enhances students' ability to retrieve, use, and organize what they already know about a topic. Sample activities related to this strategy as follow :
 - a. pause briefly after asking a question to give students time to answer with more depth.
 - b. Vary the style of advance organizer used : tell a story, skim a text or create graphic image , there are many ways to expose students to information before they "learn" it.

2.3. Online EFL classroom interaction

Interaction has completely affected instructional method as the better approaches of teaching. The development of agreeable learning has spread so

quickly and gotten to be the marvel among the understudies. In this way Yousef (2016) stated students' interaction is basically concerned with individuals who as of now know each other and utilize the agreeable learning as one way of keeping their existing social associations lively. Richards (2017) argue in EFL context, the language utilized is not only as the material of learning but also a mode of guidance.

3. RESEARCH METHOD

3.1. Research Design

This study was conducted qualitative research as the research design. According to Gay et al (2011), qualitative research can be described as the collection, analysis, and interpretation of comprehensive narrative and visual (i.e, nonnumerical) data to get insight into a particular phenomenon of interest. This study was conducted qualitative research as the research design. According to Gay et al (2011), qualitative research can be described as the collection, analysis, and interpretation of comprehensive narrative and visual (i.e, nonnumerical) data to get insight into a particular phenomenon of interest.

3.2. Research Instrument

1) Observation

The researcher had used Observation of teacher explanation strategies in online EFL classroom interaction where there had been one aspects observed these are explanation strategies. Through observations in online classes that were carried out naturally by the researcher.

The researchers had been monitoring and descriptions on this learning activity. The focused of the observation was teacher explanation strategies related to how do teacher's apply the strategies in giving explanation in online EFL classroom interaction and why do the teachers go with teacher explanation strategies in online EFL

classroom interaction at Madrasah Aliyah Negeri 1 Sinjai.

2) Interview

This interview was used to find out how do teacher's apply the strategies in giving explanation in online EFL classroom interaction and why do the teachers go with teacher explanation strategies in online EFL classroom interaction at Madrasah Aliyah Negeri 1 Sinjai.

3) Documentation

Documentation in research had been used to collect data from various types of information, it had obtained through documentation such as photograph . The researcher took photos as documentation directly on the phone screen. a photo of a teacher and there were also photos showing the material taught by the teacher.

3.3. Data Techniques Analysis

The data acquired from an interview, observation, and documentation and about teaching strategies in giving an explanation in online EFL classroom interaction. According to Miles et al., (2014)the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data display, and drawing conclusions /concluding verification.

1) Data Reduction

In this step, the interview data was transcribed into written forms. The data was sorted out and classify depends on its relation to the topic of the research. After that, the transcription is confronted with the result of observation checklist.

2) Data Display

Data display referred to an organized, compressed assembly of information that allowed conclusion drawing and action. The displayed the data based on its relevancy to the research focus which was about how do teacher's apply the strategies in giving explanation in online EFL classroom interaction and why do the teachers go with teacher explanation strategies in

online EFL classroom interaction.

3) Making Conclusions

In this step, the data that had been displayed is put together. Then, the researcher began to draw and to develop conclusion regarding to the teachers' strategies, how the teacher's apply the strategies in giving explanation in online EFL classroom interaction and why the teachers go with teacher explanation strategies in online EFL classroom interaction. Besides, verification was conducted by reviewing the data condensation and data display. So, the conclusion of the data was valid.

4. FINDINGS AND DISCUSSION

The implications of the findings from the descriptive study, which includes data from observation, interview and documentation, are discussed in this section.

4.1. The use of teacher explanation strategies in online EFL classroom interaction

The researcher discovered that there are six strategies employed bythe teachers in giving explanation. There were (1) identifying similarities and differences, (2) summarizing and note taking, (3) reinforcing effort and providing recognition , (4) homework and practice, (5) setting objectives and providing and Nonlinguistic representation

4.2. The ways of teacher explanation strategies in online EFL classroom interaction

The researcher discovered that there are six ways of teacher giving explanation in online EFL classroom interaction. The first is greetings The teacher always started each lesson with "Assalamualaikum warahmatullahi wabarakatuh," Then the students said "Waalaiikumsalam warahmatullahi wabarakatuh". The teacher also said "good morning guys" because the lesson was in the morning. Furthermore the teacher asked the students' condition to make sure that all students got ready to learn. Based on the observations, in online learning the teacher always greeted students at the beginning and end of each lesson.

The second is praying before and starting the lesson because Prayer is a way of thanking Allah SWT for providing gifts that allow us to go about our daily lives.

The third is be intentional the teacher consistently pay attention to students. The teacher reminded to wear uniform school in online learning then asked the student to collect their task. Teachers play an important role in reminded their students. Remind student are always the teacher's jobs to guide the students to excellence in online learning.

The fourth is provide example in online EFL classroom interaction The teacher always provide example by voice note for every material to make clearly their lesson then to make sure that the student can made sentence from material.

The fifth is Sending material through image in the form of text. in giving explanation the teacher always sent material in whatsapp group and asking student to wrote the material then the teacher explain material in detail through voice note to make student more understand.

4.3. The reasons for using explanation strategies in online EFL classroom interaction through whatsapp group

There are some reasons the teacher using as a strategies, the first is used classification as a strategy because she wants to know students' understanding of the material that has been given. it means that the teacher cares about the success of her students in online learning. It indicated that by identifying similarities and differences are very essential in the teaching-learning process, as the success of a teacher in the online classroom is not only determined by the achievement of the learning goal and how the teacher develops their student's skills. It is because teachers, besides being facilitators, are also the favourable instructor. The second is The aims of the teacher using summarizing and note taking as explanation strategies in online EFL classroom interaction were by explaining in detail students can record the teachers explanation using their own language and also the student can learn what has been record . On the other hand, taking note by the students has a myriad of benefits for students, including that they can find out howfar the material that has been taught can be mastered. The third is The teacher's

reason for using reinforcing and providing recognition as explanation strategies like making positive statement can help students succeed bychanging their mindset. in online EFL classroom interaction to make interaction between teacher and student or create feedback so that what they do is clear and directed, meaning that they know the results of their assignments are right or wrong and so that they feel appreciated. and be noticed even though studying in online class. The fourth is giving a task to the students in the teaching and learning process can be a good way for the teacher, she/he would be aware of the students' level of understanding and the difficulties they were experiencing during the lesson. If there were students who did not understand the lessons, the teacher would have to be able to provide a clearer understanding so that the students would be more motivated to learn. The reason of the teacher used setting objective and providing feedback as explanation strategies in online EFL classroom interaction the teacher pay attention for checking sudents progress on doing task because it can do it punctually or help students if they find obstacles on the task . The fifth is The reason of the teacher used setting objective and providing feedback as explanation strategies in online EFL classroom interaction the teacher pay attention for checking sudents progress on doing task because it can do it punctually or help students if they find obstacles on the task . and the sixth is nonlinguistic representation this strategy help the student to make interpretation about the learning material by using their sense e.g. Visual.

5. CONCLUSIONS

As mentioned in the first chapter of this thesis, the purpose of this research is to find out about strategies are used by the teachers in giving explanation in online EFL classroom interaction , how the teachers apply the strategies in giving explanation in online EFL classroom interaction and the reason to use teacher explanation strategies in online EFL classroom interaction. In this chapter the reseracher wants to conclude the data obtained in the previous chapter. There are several things that can be conluded in this chapter, as follows :

- 1) teachers should apply all existing strategies to perfect strategies in teaching. Thus, this research is

intended to assist teachers, especially EFL teachers, in developing and carrying out professional development activities that emphasize teaching strategies to improve teaching quality and effectiveness.

- 2) to build students characters although the class was online. it is suggested to maximize the use of Whatsapp in the EFL classroom

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