

PEER INTERACTION IN LAGUANGE LEARNING AT SMAN 1 GALIS PAMEKASAN

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A B S T R A C T

This study is to finding out the ways teachers creating the peer interaction of students and the effect of the peer interaction of students on language learning at SMAN 1 Galis Pamekasan. This study facilitates the students having interaction and sharing their thought in English as well as it becomes beneficial input in language learning. This study is a qualitative research by using descriptive case study approach. This study describes in details the methods of the teachers promote student peer contact as well as the impact of student peer interaction on language acquisition. The participants of this study are the students and the teachers at SMAN 1 Galis; Convince sampling is used in this study . Observation and interview are conducted to get the data of peer interaction and the influences of it in language learning. The results show that the way the teacher creates peer interacts with restricted English interaction and full English interaction. Peer Interaction in learning acts as an input in learning English and as a stimulus that can increase students' motivation to interact using English.

Introduction

Peer interactions may be difficult for some students, so it is critical to encourage them as much as possible. This can be accomplished by making time for them to participate in activities with their peers. Invite others over to communicate, take the students to a community activity, or schedule time for the students to interact with friends on the computer or phone. All students, even those who struggle with verbal communication, can participate in peer interactions with the right support.

Positive peer interaction is essential for language development as well as cognitive and social development. Language skills, on the other hand, are required for access to peer interaction. Social status in peer relationships is critical for self-esteem. Identity and self-awareness emerge and develop in peer interactions, both positive and negative (Amiruddin et al., 2020). Peer interaction is something that children commonly manage on their own from an early age and are thus expected to manage without too much adult involvement. When an adult is present, the interaction is no longer primarily a peer interaction. This presents a quandary for teachers who work with children who have language and communication issues. What appears to be easy and natural in typically developing students is difficult to enhance, promote, and compensate for in professional intervention for children with problems. As a result, intervention models must begin with naturally occurring interactions between peers and aim to increase and optimize such interactions. Such interactive encounters in familiar and meaningful settings (Cahyani et al., 2021).

While there is a compelling case to be made for the benefits of peer contact for learning, we still know very little about which activities children like, how aware they are of the strategies they use to aid their partner, and what they believe they acquire through spoken talk. However, better understanding learners' ideas has specific benefits for both learners and instructors, because a conscious emphasis on the learning process on the

learner's side may stimulate them to think on how they learn and enable them to become more autonomous learners. Similarly, a better knowledge of how students perceive learning enables teachers to control learning behaviors more effectively (Ilmanuddin & Siregar, 2019).

Interaction is critical in the language acquisition process. The interactions that take place in the classroom will aid pupils in their language acquisition. Maximizing interaction in language learning classrooms is an important component of the teacher's function as a facilitator. Interaction between students will not happen automatically, but a teacher must carefully evaluate the lesson plan before teaching and particularly incorporate this component of interaction in the teaching plan (Amiruddin & Jannah, 2022a).

Peers are a group of individuals made up of certain members who are prepared to accept them and can be relied on (Zuhri et al., 2021). Peers are children or teenage groups who are around the same age or maturity level. They may have fun together by playing and doing things together. They are social settings in which individuals are interconnected and may interact with one another.

Peers are the first social context in which teenagers learn to live with others who are not members of their families (Sawaludin et al., 2021). The peer group is a new group. Peers are a location where teens learn to associate with others, as well as how to behave and communicate.

Some SMAN 1 Galis students are hesitant and anxious about interacting with their peers. When they are asked to interact (question and answer) with one other or close friends about a topic or problem, it is clear that they are struggling. However, when dealing with instructors and peers, some of them muster the bravery to use their second language, English. They have small groups where friends may engage in English. As a result, it would be fascinating to investigate further how instructors at SMAN 1 Galis Pamekasan develop peer connections and the importance of these interactions in English acquisition. The goals of this research are to (1) explain how instructors foster peer connection at SMAN 1 Galis Pamekasan and (2) characterize the role of peer interaction at SMAN 1 Galis Pamekasan.

The findings of this study are expected to provide and increase knowledge, as well as raise awareness, particularly among teachers and students at SMAN 1 Galis Pamekasan, about the importance of interaction in learning English, particularly peer interaction, and to strengthen theories about language acquisition. Second, by incorporating peer interaction into the English learning process.

Research Method

This is a qualitative study that employs a descriptive case study technique. This research goes into depth on peer interaction at SMAN 1 Galis Pamekasan in learning English, including how instructors generate peer interaction and the significance of peer interaction in learning English. Students and instructors from SMAN 1 Galis Pamekasan took part in this study. To consider the participants of the students, this research used convince sampling by considering the information provided. Students engage well with their classmates and professors. They exchange greetings. However, not all of the kids are able to communicate in English. Students and the teachers of SMAN 1 Galis are the participants of this study. Observations and interviews were used to collect data on peer interaction at SMAN 1 Galis. The observation method is used to thoroughly examine the process of peer interaction, whereas the interview method is used to gather data on the

effects of peer contact on language learning. The method of observation was used to collect data on how teachers provide peer interaction; the effect of peer interaction at SMAN 1 Galis was obtained through an interview. Following data collection, the process moves on to data simplification, data verification, and conclusion. This study's data is examined using inductive data analysis. Prior to analyzing the data, this study uses coding, reduction, and simplification of the data, such as the formation strategies and the effect of peer interaction.

Result and Discussion

Based on observations at SMAN 1 Galis Pamekasan, to form peer interaction, teachers at SMAN 1 Galis interact with students using two ways or forms of interaction. The method or form of interaction used by the teacher in learning English at SMAN 1 Galis Pamekasan is described in graph 1.

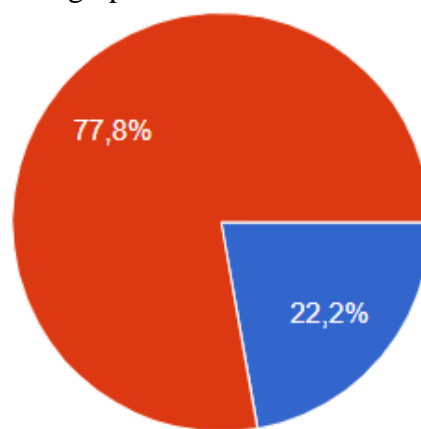


Figure 1. The Way or Form of Teacher-Student Interaction

Figure 1 explains that there are two ways or forms of interaction at SMAN 1 Galis Pamekasan. Restricted English interaction and full English interaction are ways or forms of interaction used in communicating when learning English. Restricted English interaction is a limited two-way interaction where the teacher uses English; students use English and respond by using languages other than English such as Indonesian and Madurese. Full English interaction is a full two-way interaction between teachers and students, teachers and students provide instructions, questions, and responses using English.

Based on observations, 77.8% of students engaged in restricted English interaction, whereas 22.2% of instructors and students at SMAN 1 Galis Pamekasan engaged in full English interaction. Restricted English Interaction occurs when the instructor engages students, interacts with students who have poor English proficiency levels, and interacts with students outside of the classroom. Full English Interaction occurs when the teacher interacts with students in the classroom and is only available to students with advanced English skills.

Graph 2. illustrates the role of peer interaction in learning English at SMAN 1 Galis Pamekasan. To obtain data about the role of interaction in learning English at SMAN 1 Galis Pamekasan, a semi-structure interview was conducted by asking teachers and students some questions about the benefits of peer interaction and students using English.

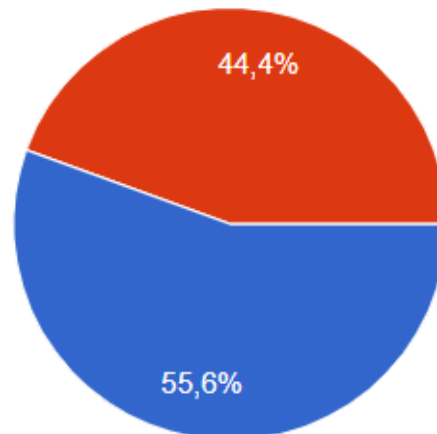


Figure 2. The Effect of Peer Interaction in Language Learning

Peer interaction in learning English at SMAN 1 Galis Pamekasan acts as input and can motivate students to interact using English. 44.4% peer interaction at SMAN 1 Galis Pamekasan acts as input. The interactions that students do using English can help students acquire and increase vocabulary, know how to pronounce, and increase the courage to use English. 55.6% peer interaction can motivate students to interact with English. Peer interaction using English provides and increases students' motivation to interact using English. Peer interaction using English has a positive effect on students at SMAN 1 Galis Pamekasan, students who initially do not like English and do not have the courage to use English can have the desire to interact with English.

Although English is being taught to an increasing number of students in primary schools around the world, inadequate teacher education, which results in a shortage of appropriately trained professionals, can lead to ineffective classroom practices, with many teachers still employing a teacher-centered approach. The environment of learning at SMAN 1 Galis is promoting the class with meaningful input to facilitate peer interaction. It has close relation to the study of (Şenel, 2016) saying that language is provided to passive pupils in such sessions, who are supposed to acquire discrete objects through repetition or other controlled practice exercises.

However, the advantages of learner-centered classrooms, in which students are regarded as active participants, have been argued for many years. This is in line with the opinion Septiani et al. (2021) learners with peer interaction are expected to take more responsibility for their learning, which leads to greater learner autonomy, which can be defined as the ability to take charge of one's learning and is thought to improve the quality of language learning inside the classroom as well as enable students to be more effective learners outside of class. Educational authorities are increasingly aware that cultivating learning-to-learn abilities is critical in our globalized environment. Learning to learn tries to direct a child's attention to what they are doing – and why – in order to increase their understanding of the learning process.

This may be accomplished by encouraging students to reflect on their learning activities and guiding their awareness and knowledge of how they learn. Metacognitive awareness, or knowing about knowing, is made up of several strands, including linguistic awareness, cognitive awareness, and social awareness. Encouragement of young learner reflection encourages them to acquire linguistic awareness as well as a stronger comprehension of the language itself. Similarly, it develops cognitive awareness by

allowing students to analyze the tactics employed to complete a task, and it improves social awareness by assisting students in understanding how to engage and collaborate with others. This is consistent with the viewpoint of Winanta, Rochsantiningsih, and Supriyadi (2020) stating that this process of self-reflection can aid in the development of children's knowledge of themselves as language learners

However, self-reflection is also crucial for teachers since only by understanding students' impressions of their learning and their opinions of the learning process can teachers successfully organize classes and establish a good learning environment in the classroom. This is consistent with the viewpoint Yuan and Hu (2018) providing opinion that teachers who disregard students' learning beliefs risk negatively impacting students' engagement with learning activities and learner motivation

The interplay of language acquisition has an impact on second language acquisition. (Yurtseven & Akpur, 2018) state that the interaction of the language acquirer has a favorable influence on the input gained by the language learner. Continuous communication might have an impact on input. Interaction results in input, output, and feedback. Interaction and input are the two key players in the second language acquisition process.

Peers are individuals who are around the same age and maturity level as you. It is correlate with (Zheng & Cheng, 2018) study saying that interaction with peers appears to fulfill a range of tasks, many of which can help with language learning and development Language learners have the chance to gain crucial life skills through peer contact, particularly the abilities required to begin and sustain social connections and handle social disputes, such as communication, compromise, and diplomacy. (Jannah et al., 2019) and (Suendarti & Virgana, 2022) support that peer connections give context for language learners to compare themselves to others and to learn how to engage with others.

Interaction aids with second language acquisition. (Puspasari et al., 2021) assert that the engagement performed by the language acquirer can help the language acquirer gain input. The contact stimulates the language acquirer to seek additional input. The language acquirer's contribution is the product of discussions during an engagement.

The practice of engaging in a second language helps language learners acquire confidence in utilizing a second language. Language learners' self-confidence influences their ability to express themselves in a second language. Peer interaction influence on the students anxiety level. It is in line with the statement of (Nawas, 2020) and (Male, 2018) asserting that when language learners speak a second language without stress or worry, they convey their thoughts and ideas in an ordered, clear, and acceptable manner. Language learners, on the other hand, articulate their thoughts and deliver messages with a sense of perplexity that is difficult for listeners to comprehend if they lack self-confidence, or are in a condition of high anxiety (Amiruddin & Jannah, 2022b). This will also have an impact on language learners' fluency while communicating with a second language.

The key to second language acquisition is interaction. The peer interaction performed determines the input acquired by the language acquirer. The better the quality of the engagement during language acquisition, the higher the quality of the input collected. (Kartika et al., 2020) support that peer interaction contributes to language learning in the context of second language acquisition.

Conclusion

Based on the findings and explanations in this study, some conclusions can be formulated as follows: (1) the way the teacher creates peer interaction at SMAN 1 Galis Pamekasan interacts with Restricted English interaction and full English interaction. Restricted English interaction is a form of interaction that is more often done than full English interaction. Restricted English Interaction is carried out when the teacher motivates students, when the teacher interacts with students with low English proficiency levels, and when the teacher interacts with students outside the classroom. Full English Interaction is carried out when the teacher interacts with students in the classroom and is limited to students who have high English skills, and (2) peer Interaction in learning English at SMAN 1 Galis Pamekasan acts as an input in learning English and as a stimulus that can increase students' motivation to interact using English.

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