ONLINE LEARNING AMIDST COVID 19 PANDEMIC DISRUPTION: EFL LECTURERS AND STUDENTS' CLASSROOM INTERACTION

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Abstract: Due to Covid 19 pandemic, for the last two years face-to-face classroom instruction in all education level has been migrated to online mode which may be conducted elsewhere outside of the face-to-face classroom context. This shifting brings a new trend in the classroom interaction between teachers and students. This study aims at finding out types of classroom interaction the lecturers and students do in running online learning in a public university in Palembang. Qualitative method with a case study design was employed in this study. The participants of this study were the lecturers and students who taught and learned speaking subject in English education study program at one public university. The data were collected through observation and interview to the EFL lecturers and students. The data were analyzed by using thematic analysis through coding process. The findings revealed that there were four kinds of classroom interactions commonly happened during the online learning activities, viz. Student-instructor, student-student, student-content, and student-interface interactions.

Keywords: classroom interaction; online learning, EFL lecturers, students

INTRODUCTION

Corona Virus Disease (Covid-19) pandemic attacked the world in any sectors including education. It changed the system of teaching and learning process drastically which made face-to-face learning in the classroom impossible to perform. Learning process had to carry out from home as a recommendation and order from the government as an effort to prevent and reduce the spread of Covid-19 virus. The Ministry of

Education and Culture (Kemendikbud) issued circular letter no 3 of 2020 dated March 9, 2020 containing 14 instructions. One of the policies taken was that teachers and students should conduct the teaching and learning process from their homes in online learning mode.

Online learning provides many eases to teachers and students during Covid 19 pandemic disruption. Students can learn flexible wherever and whenever needed. They may get an enjoyable learning experience and save time and costs. Teachers also has comfortable working time from home, various teaching sources from the internet, more flexible in its implementation, and able to encourage learning independence and motivation for students to be more active in learning process. In relation to online teaching and learning activities, interaction plays a crucial role to foster usability and quality in online learning. Interaction refers to the communication which forms of sending, receiving, interpreting and negotiating messages (Green & Joe, 2017). Classroom interaction can affect students' understanding in receiving the material in the online classroom. The importance of classroom interaction can be seen from how the ways teachers preparing online class, relationship among students, students' activities, and the implementing of the technology.

In relation to the online classroom interaction, some studies had investigated on the area of online classroom interaction. In Hongkong, Wut and Xu (2021) explored that online learning was adopted to avoid face to face interactions. Then, in Canada, Walker and Koralesky (2021) examined there was an intensified need to make aware students, teachers and other parties on student-student interaction, student-teacher interaction, student-content interaction, student-interface interaction. Vu and Fadde (2013) from United States of America explored that the interactions in classroom were conducted by student-student, student teacher, and student interface interactions. In Taiwan, Havwini (2019) investigated about interaction patterns in EFL virtual classroom. In Turkey, Alhih et al (2013) explored the levels of interactions provided by online distance education models. Further, online learning activities were applied in Indonesia during Covid 19 pandemic. In Bengkulu, Lestari et al (2021) found that the most part of class was taken by teacher so in this case student teacher interaction was applied here by asking question, giving

information, and correcting direction. In West Java, Maelasari et al (2020) investigated that the interaction among teacher and student were quite positive during online learning. Then, in Yogyakarta, Gultom and Suhartini (2020) explored that student teacher interaction provides critical learning, deeper exploration of knowledge and increase student's skill to understand.

The similarities those studies, they found that there was the interaction among the students, between the students and instructors, interaction students with content, and interaction students with the help of technology during online learning. Nevertheless, those studies explored with the quantitative and mix method studies. Thus, this study focuses on qualitative study with case design. Additionally based on the current phenomena, Covid affected education in Indonesia which made teaching and learning process became online learning at home. As the preliminary study, it could be seen that online learning process happened in Indonesia's universities for instance one public university where the researcher and the participants carried out online learning through the help of video conferencing applications and available e-learning platforms. The researcher wants to conduct this study because interactions support the teaching and learning process both online and offline. Without interaction, learning process will not occur. Therefore, it is important for educators and students to know how to interact in learning, especially online learning. Classroom interactions had been studied before such the previous studies mentioned above, the researcher wants to continue further investigate on classroom interaction due to in Palembang the issue of online classroom interactions has not been investigated much.

This study hopefully helps the educators and learners in creating the good and effective interaction during online learning process. Classroom interaction built among class members significantly determines the success of teaching and learning activities. In relation to this, this study aimed to investigate what types of classroom interaction did the lecturers and students do in running online learning and instruction in a public university in Palembang amidst Covid 19 pandemic disruption?

LITERATURE REVIEW

Online learning

Online learning conducted during Covid 19 pandemic disruption is carried out with the help of the internet. In online learning, students do not need to sit in the classroom to listen to each teacher's speech directly (Rizky et al, 2019). Online learning is considered as cost-effective; it reduces the living cost, transportation and housing (Ro'fah et al, 2020). Online learning is chosen as a solution to prevent the spread Covid 19 pandemic. Additionally, online learning can improve education equity by providing learning opportunities to a wider population at a lower cost. Using technology to facilitate learning during isolation was a pre-requisite. For the countries like Indonesia, the pandemic had provided rare momentum to initiate strategic transformation and opened doors to jumpstarting technology accessed for students in impoverished institutions particularly in remote areas (Lie et al, 2020). Further, in relation to the implementation of online learning, both teachers and students should create the good interaction during the classroom activities. Teacher should build good interaction with students not only explaining material and giving assignments. As people know, learning anything involve an interaction.

Classroom interaction

Classroom interaction refers how is the way of engagement and communication during online learning by teachers and students each other, among the students' themselves, content of the material, and technology for online learning. Class interaction can affect the students' understanding in receiving the material in the online classroom. It will help online instruction and learning process run smoothly, and the good interaction in online instruction and learning process can make both teachers and students reach the target and improve instruction and learning process (Hanum, 2017). Moreover to be specific, classroom interaction is divided into some kinds of the interactions on the instruction and learning process. Classroom interaction is proposed by Moore (1989), he stated that there were three types of classroom interaction; they were student-student interaction, student-instructor interaction, and student-

content interaction. Besides, (Alhih et al, 2013; Walker and Koralesky, 2021; and Keengwe and Kidd, 2010) added one more interaction such the student interface interaction during online learning.

Student-instructor interaction means that the instructor will provide everything that students required in their learning such as knowledge, attitude, performance, and material facility. Instructors should prepare themselves to cooperate and toleration with the students. According to Kuo et al (2014) the roles of instructor in instruction and learning interaction are as a facilitator, the leader, motivator, organizer and the sources of information. The instructors negotiate with the students about the content of the course. On the other hand, the students can get the benefit by drawing on the experience of their teachers on how to interact in the most effective manner

Student-student interaction is the interaction among the students. It happens when the students have a task to do in the form of groups and pair. Hirumi (2002) claimed that student-student interactions try to encourage students to work together to analyze and interpret data, solve problems and share information and opinions as well as build and apply target skills and knowledge. Thus, student-student interaction is truly important in carrying out the application and evaluation of new knowledge in teaching and learning process as the peers or groups.

Student-content interaction is the students' activity with the learning material given by the teacher. Student content interaction is an essential feature of education which the process of interacting intellectually with contents that resulted in changing in of the students' understanding and the students' perspective of the students' mind. Robert (2015) said that student content interaction refers to the interaction between the student and the subject of study. Without the student content interaction, it cannot be education due to the process of intellectually interacting with content as the results in improving for the student's understanding.

Student-interface interaction is a process of interaction with the technology to accomplish a course and task. It refers to the interaction between students and tools in order to perform the required tasks. Hussin et al (2019) explained that due to online learning, student interface interaction is considered to be another important type of interaction

related to technology. This type of interaction is conducted between the student and the technology used for online education. In other words, student interface means that the interaction between student and the digital interface which mediated all interactions in the online instructional context.

The way to build effective online classroom interaction activities

In online and instruction activities, students and teacher should aware with the way how they build the good interaction in carrying out online activities process. Students and teachers should know what the possible ways which they using to help them in online learning process. Teachers can help students to develop their interaction skills in asking questions in a foreign language by allowing students to ask questions and the teacher not being overly talkative in online classes. Chai (2015) stated that to reflect democracy and equality in the interaction between teacher students, teacher should change the way that the teacher asks the students questions and the students answer. So, let the students ask questions; ask the teacher questions, ask the other students questions. These make students to think actively learning content, cultivate their innovative thinking, let the students clearly experience their own dominant positions and make the students more like to participate in the teaching and learning process.

Regarding the processing of information during online learning in providing opportunities for students to share their thoughts with each other and with the teacher, teacher should aware to some things in order to help students in getting the good interaction in carrying out online learning. Hussin et al (2019) stated that teacher and students can interact each other in getting deeper understanding via online discussion forum, video conferencing, e-mail messages, or social media such as Whatsapp, Facebook, etc. In this case, the students can receive immediate feedback and this will stimulate their learning process. However, it is important to establish clear guidelines in terms of expectations towards student contributions, especially for group assignment. Teachers should also discuss with the students to reach a common understanding in terms of selection of instructional activities. In improving interaction, teaching activities that help students to familiarize themselves with the interface

and to accept the technology and content of the instruction should also be implemented. The teaching activities can be included game-playing, the interactive activities to interact with the media among the students, and project assignment that involved the use of technology to interact with others.

Further, in order to make the good and effective online and teaching interaction, teachers should focus on three things when they interact in online class. Sutton (2001) stated that firstly teachers should pay attention to the kind of the language the students are able to understand, for instance teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students because the teacher speech is as a resource for students. And the last, teachers also have to identify the ways in which they will speak such as the voice, expression, gesture, tone and intonation. Thus, those things must be considered by the teacher to create an interactive interaction in online class activities.

METHOD

This qualitative study employed case study design. According to Creswell (2012), a case study is a problem to be studied which reveal in depth understanding of a case or bounded system, which involved understanding an event, activity, process, or one or more individuals. This study was conducted by Zoom meeting of English education study program at one public university in Palembang. The participants of this study were the English lecturers who taught Speaking for Formal Interactions class who were willing to participate. In addition, the students of who took the class also involved as the participants of this study. Clearly, the participants were six groups consisting of 56 students who were divided based on the students' participations viz active, partly active and passive students.

The data were collected using two instruments; online classroom observation and interview. Classroom observation was used to find out the types of interaction occurred during online learning. In this case, the researchers used non participant observation which was done by synchronous and asynchronous mode through Zoom Meeting, Google

Meet and university's e-learning platforms. Online classroom observation was recorded and was taken four times of synchronous and two times of asynchronous. Semi structure interview was used to obtain data from the teachers, while focus group discussion was held to the students selected and classified as active, partly active, and passive students.

In data analysis, thematic analysis through coding process was applied. Firstly, the data obtained from observation and interviews were organized and prepared. Secondly, all data were read and noted. Thirdly, detailed analysis with coding process was conducted to generate a description of setting as well as categories and theme for analysis. Lastly, an interpretation of the findings from data analysis was presented. After all those processes, the data were verified using member checking and triangulation to check the validity and the correctness of the data.

FINDINGS

The findings of this study revealed that there were four types of classroom interactions the lecturers and students did in online learning in the Speaking for Formal Interaction class during Covid 19 pandemic, namely: student-instructor, student-student, student-content, and student-interface interactions.

Student-instructor interaction

Based on the observations and interview data were concluded that lecturers, most students from active groups, and small number of students from partly active groups and passive groups agreed that there was interaction between the lecturers and students in online classroom due to Covid 19 pandemic disruptions. It was found that the lecturers interacted with the students by asking and answering questions, involving the students through appointing them, providing evaluation, using students' ideas, giving lectures and providing information, and nurturing students' initiative to respond.

Interacting with students by asking and answering questions

Lecturers provoked the students through giving questions related to topic in order to make the students practicing and be critical thinking and

creative. The lecturers asked and answered the questions of students and vice versa. Lecturer A reflected, "*In this class interaction happened between students and also me, I asked them to speak and then they speak about the topic or thing that I was asking about*". Students initial HB from active A, MR from active B, MH from partly active B, and SA from passive B groups also stated that they practiced speaking skill by answering the questions. The interaction between the lecturers and students were supported by the observation data. The researcher found that in class the lecturers asked the students did they had any questions for the learning material and explanation, and did the students had read and prepared for the learning material.

Involving the students through appointing them

Lecturers also involved the students through appointing the students. Lecturers tried to encourage students actively involved in course discussion. Lecturers designated students one by one so that all students had chance to talk. These referred to the lecturers and some students initial RR, AY, and HB as active A, FB as partly active A, RS and SQ as passive A, DR as passive B, NA and AD as active B, and RY as partly active B groups. The students claimed, "*We were ordered to keep saying so the passive one became active, it was like being appointed, if the lecturer felt like students were never spoken, we were asked to speak*". Those were also supported by the observations data that the lecturers mentioned name of the students one by one to ask about what their opinions related to the topic in that day, pointed the students who just kept silence, ordered the students to perform related to the activity.

Providing evaluation

Interaction between students and lecturer happened through providing evaluation to students by lecturer. Lecturer A claimed, "*I gave feedback during their speaking activities like I gave the comment to them whether their speaking was already good or not, in terms of grammar, pronunciation, ideas and so on so that they knew what were their strengths and weaknesses*". Based on the observation data, the lecturer gave the comments or critics and suggestion to the students what they should do to improve their performance, gave the feedback in the end of the meeting, and responded students' opinion.

Providing evaluation to the students created interactions between students and lecturers which made students feeling more valued because they get feedback or responses from lecturers on what students did.

Using students' ideas

In building the interaction between students and lecturers, the lecturers used the ideas of students. Students could share their ideas and experiences related to the course material in online discussion class. Lecturers A and B stated that they asked students spontaneously to think about the topic and they would discuss together. Student initial AH from partly active group A also argued that he is asked to share opinion what the material was talking about. Student initial MH from partly active group B agreed, "*Lecturers asked what we think, what was our opinion, so we were told to talk, we were told to interact*". Based on the observation data, the lecturers asked the learners to share their ideas and experiences who ever joined debate competition.

Giving lecturers and providing information

Lecturers interacted with the students by giving lectures and providing the information. Students could inform to lecturers when they had problems in order to establish good interaction and lecturers could provide the information related to their problems. Student initial RK from partly active group A thought that the important interaction was with the lecturer. Students also could ask the lecturers when they thought the materials or instructions were not clear. Students' initial MA from active B and DA from passive A groups told that they could ask to lecturers about how did the activities until they got the clear instructions and understanding. Further Lecturers lectured the students to explain the material. The lecturers gave the lectures to provide the information for supporting new knowledge. These also were supported by the observation data that the lecturers gave the lectures through share screen in video conferencing and explained what the students should do in online learning process as well as the lecturers provided information related to what students asking about.

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Nurturing students' initiative to respond

Interaction between students and lecturers were running out due to the students' initiative to respond. In this case, the students tried to give their opinions by answering the lecturers' questions. When the lecturers asked opinions from the students, many students were only keeping silent but for the active students they tried to share their opinion. These were mentioned by the student's initial SV from passive group A and AY from active group A. They said that when other students just kept silence, they tried to speak, *"To build interaction in the classroom, we answered the lecturer's questions. For example, the lecturer asked something, and then others stayed silent, so we tried to speak to convey our opinion"*. In relation to the observation data, when the class just kept silent, this encouraged the active students trying to have initiative responding the lecturers talking about.

Student-student interaction

Based on the data collected from interview and observation, the researcher found both two lecturers, almost of all active groups' students, half of partly active groups' students and almost all of passive groups' students dealt that there was interaction among the students themselves in online classroom due to Covid 19 pandemic disruptions. In this case, learner interacted with other learners or with their friends. Learners had to work with their peers as their partners because in speaking class they cannot work alone, also in communication and interaction, they need to have partner in order to create the interaction. The interaction was not only with the instructor but also with their peers in online class. Lecturer A, students SH from partly active A, AG from active A, and MH from partly active B groups reflected that learner should work with partner or community to build their confidence and improved their speaking skill.

Group work interaction

The students had more interaction each other in teamwork. Group work helped the students to work together and easier exchange ideas. Students initial DN and BS from passive B, ZF, TF and RR from active B, AK and DR from partly active B, and RK from partly active A groups claimed that group work was more effective because they could share what they knew

and easier to understand the material. Lecturer B, and some students such NA from active A, SF, DN and YS from passive B, and AD from active B groups agreed that the lecturers made the small group consisting three until four students which each groups had the chance to speak and communicate among students. Based on the observation data, the lecturers divided the students into small group for online learning activities and assignments in both video conferencing and e-learning platform for example the students had group work project like practicing debate project through video conferencing and group work discussion like applying job through e-learning.

Pair work interaction

The interaction among the students happened through pair work interaction. Having pair work interaction among students in order to more focused and be active one another as a team. Students initial FJ and AG from active A, NK from partly active B, and SQ from passive A groups claimed, "*Pair work was the most effective in the interaction class, when we did pair work, we could focus and be active from one another to work as a team*". Pair work also was easier to chat the others personally and felt more responsible in pair work team while if in group because if in a group it was difficult enough to message some people and sometimes in the group there were also students who did not want to contribute and involve. Based on observation data, the students conducted pair work interaction through breakout room in zoom, they had to discuss the material related to topic for instance they had ever discussed about giving direction in breakout room.

Sense of community

In online interaction among the students, the students had the sense of community in online class. They felt sense of togetherness during online course due to Covid 19 pandemic. The students liked to share the information about the task, student initial II from passive B group claimed "*I like to share information about assignments*". The students also reminded each other when there was the schedule of online meeting class, student initial MI from active A group said "*we had a sense of togetherness by*

reminding each other when there was class". Further, the students felt togetherness because they could communicate each other to ask what the students' problems during online learning. It was supported by student initial NK from partly active B group stated "*we asked friends when there were problems related to technology or materials because we could not always asked the instructor to chat continuously*"".

Learners' collaboration and knowledge sharing

The interaction between student and student happened by students' collaboration and knowledge sharing in online class activity. Students had the debate project which involving people cannot work alone, they should interact each other to exchange opinion each through asking, giving and answering opinions. Lecturer A and students initial NA and AD from active A reflected that the students did the debate through zoom meeting as learning collaboration and knowledge sharing. The students also did the knowledge sharing and collaborative activity through forum discussion in e-learning; this was supported by the statement of student YN from active B group. Not only that, Google slide also helped the students to work collaborative and shared knowledge as a team together. The students did the interaction each other through the collaboration activities related to the topic through breakout room in zoom platform. The students did the discussion, presentation and role playing related to topic in breakout room with peers. This was supported by interview data from students' initial MA and RR from active B group, MH and AS from partly active B group, RD from passive A group, and SA from passive B group.

Informal social interaction

The interaction among the students also could conduct through informal social interaction. The students did not only interact in formal situation but the students also could interact with other students to discuss the course and material by social media especially WhatsApp. Based on the interview data, students initial AN from partly active A group, SF and DN from passive B group, FJ from active A group, MD from partly active B group, TF from active B group, PZ, SV and SC from passive A group reflected that they interacted with their friends by WhatsApp chat to ask

about task and course. Informal social interactions students did also occur when they were still interacting among students when the lecturer had left the video conferencing. The student initial NA from active A and ZF from active B groups claimed that the students liked to have Google meet together outside the class, "*We also often shared in the group meeting; sometimes we liked to have Google meet together*". It similar with the observation data that the students had Whatsapp group for interact each other.

Peer evaluation

The interaction between students and other students could be seen by peer evaluation. The students in online learning did the peer review to release the tensions of students. Peer review happened after the lecturer pointing the students, they could point to others. Lecturer B stated "*Peer review was effective and enough to release the tension after I pointed, then the students pointed to the others so they had a chance to participate, peer review made the students listening actively when their friends were performing, so they did not take it for guaranteed. For example, today they did not present they did nothing, by giving a peer review where there was feedback from friends who listen to what they were doing and also could show their opinions orally*". This was supported by observation data that the students could get the feedback from other learners. In online class process, there was debate simulation activity which the students as adjudicator could give the feedback to the students' performance. Not only that, the feedback also came from students' responses to other students' opinions on discussion forum e-learning.

Student-content interaction

In relation to the results of interview and observation data, these were found that the lecturers, most of active groups' students, small number of partly active groups' students and half of passive groups' students concluded that there was interaction between the students and the contents of material in online classroom due to Covid 19 pandemic disruptions. The interaction between students and content happened through sharing information related to the material, collaborative learning, participating in simulation, and completing assignments' activities.

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Sharing information related to material

The interactions student and content occurred by activity of sharing information related to material. Before online learning process, lecturers asked the students' opinion before explaining material to make the students more active, critical thinking and creative. Lecturer A and students initial AH from partly active A, MH, MR and BA from active B, NA and AY from active A, and YS, RR and BS from passive B groups said," *In the very beginning of learning, we were asked what we think about the material before the lecturer explained.* In this case, the lecturers explained the material to the students through share screen and clarified the material which the students had discussed on e-learning discussion forum. Based on observation data, lecturers shared information related to the material through explaining the material by video conferencing share screen. The lecturers also provide to share the material uploading on e-learning material.

Collaborative learning

The lecturer made several interactive activities to make the students involving in online discussion activities. Student initial AD from active B group argued, "*The lecturer made several interactive activities that made students wanted to be involved*". Lecturer divided students through breakout room which appropriate the material to conduct the collaborative activities for presentation and discussion. Students initial DN, AA, SA, and YS from passive B group, RR, NA and MA from active B group, TN from passive A group, and AS from partly active B group reflected that they have the collaborative activities through breakout room to do presentation and role play according to the appropriate material. Those were related to the observation data that the students had collaborative activities such debate, role playing, and presentation activities.

Participating in simulation

Before class, lecturer gave vote or polling to ask about how students' feeling also whether students had already read the material or not. Lecturer invited the students to have more interactions and more critical thinking through brainstorming. It was supported by interview data of

student initial NA and TF from active B group. They said, "*The way of teacher taught in the beginning before starting the class, she gave us a vote like how about our feeling in that day. Besides, there were also question like had we read the material*". Another participant such as lecturer B and learner initial NK from partly active B group agreed with that statement which the teacher liked to ask how students' feeling using polling. Based on the observation data, the students did warmed up before learning as the students should fill the polls before learning process in order to know what theirs' feelings and whether they had already read the material or not.

Completing assignment

Students were given the task of making video that on social media or YouTube, then put link of video via e-learning. Lecturer A explained," for the material, I could provide like the YouTube video material, provide the opportunities the responses after they watched the video". The student should do the task, completed it and submitted the task through e-learning. The student's initial RY from partly active B group, AG, DW and AY from active A group, ND and AN from party active A group, TN and RD from passive A group as well as lecturer B dealt with the lecturer A's opinion. Based on the observation data, the lecturers gave assignments to the learners for instance students made poster and discussed it on e-learning. The lecturers gave the assignment through e-learning and they also explained it by video conferencing.

Student-interface interaction

The last interaction founded based on the data analysis was student interface interaction. In this case, it was the interaction between the students and the technology used. In online learning due to Covid 19 pandemic, I found that this class which lecturers, most of active groups' students, small number of partly active groups' students, and almost all of passive groups' students carried out the interaction with the help of technology through using video meeting applications, university's e-learning platform, social media and interactive websites.

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Using video meeting applications

In using video conferencing, both lecturers and students preferred to use zoom and Google meet in order to interact directly in online meeting. Lecturer A stated, "*I asked the students what they preferred, and they chose Google meet*". Other students initial DW and FJ from active A group had the similar opinion with her. Besides, another student initial BS from passive B group chose Zoom. However, other students initial YN from active B group, YS from passive B group, and DA from passive A group claimed that the most media for online meetings classes used zoom or Google meet in order to see face and interact directly, especially speaking class which they should practice to talk verbally. It was similar to the observation data, class A used Google meet for taking video conference as learning activities and class B used Zoom in conducting video conference meeting.

Using university's e-learning platform

Based on the data collected from interview and observation, it was found that the interaction between student and technology happened through the activities with the help of university's e-learning platform. So, all of the activities related to the course such sharing material, taking attendance, doing the discussion, and submitting assignment were done through e-learning for the course. These were supported by students initial SC from passive A, YN and MR from active B, ND and AK from partly A active, MH from partly active B, and DW from active A groups. They argued that they read the material in e-learning and collecting assignment there. They also accessed e-learning platform to take the attendance that they present in the meetings of the online course. On the other hand, e-learning was used for sharing and discussing the material, lecturers said, "*E-learning was very easy for us to post the meetings' topic and what additional learning resources as well as instructions for making videos*". Based on the observation data, the students did interaction through discussion forum in e-learning, here the students were talking about the content of material related to topic. The students also could access the material provided by the lecturers as well as they took the attendance every meeting via e-learning.

Using social media

Both lecturers and students communicated through chatting on social media. Students communicated with their friend by WhatsApp group and individual chat personally to discuss about the course. It was found from students initial HB, FJ and AY from active A group, MD from partly active B group, DN from passive B group, and PZ and SC from passive A groups' interview data. They said, "*To create good and effective communication we had chat on WhatsApp to interact*". Other students initial MH from partly active B group, YN and TF from active B group, and VG from partly active A group also added that when they interacted with lecturer, they communicated through WhatsApp and phone call to ask something and when faced the problems. Besides WhatsApp, the students used Instagram, Google drive and, YouTube to upload the video task then put the link on e-learning. It was supported by students AY from active A and RD, DA, and RM from passive A groups' perspectives in interview data.

Using interactive websites

In the interaction between students towards technology during online student due to Covid 19, students were provided in using interactive website to help them having the interesting and collaborative activities so that they were enthusiastic in interacting and participating in online learning. In this case, the interaction during online learning was more interactive through Google classroom, Google slide and others supported website such Jamboard, Padlet, twine and Gamification. The students initial YN from active B, SQ from passive A, and RM from passive B groups had the similar opinion of interview data, they said that in online class, sometimes they used Google classroom for another course. By using the technology, the lecturers provided the students to get many learning resources from application and websites in internet such using Google slide, Jamboard, Padlet, Twine, and Gamification. lecturers A and B as well as students AA from passive B and MQ from active B groups agreed that technology helped to provide many learning resources from applications.

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DISCUSSION

Interaction is the essential element in online teaching and learning process. Due to Covid 19, the teaching and learning process should carry out through online learning which affected the students and the lecturers could not interact directly face to face. For these reasons, it is important paying attention and building interactions during online learning so that students want to remain actively involved in the learning process. The result of data analysis showed that there were four class interaction the lecturers and students did in running online learning activities during Covid 19 such as student-instructor, student-student, student-content and student-interface interactions. These findings were in line with Moore (1989) concepts about classroom interaction and Hilman, Willis, and Gunawardema as adapted in Mladenova research (2014) concepts about classroom interaction with technology.

The interaction between the student and instructor happened in online learning during Covid 19 pandemic. This interaction referred to how the instructor engaged and built the interaction in online classroom in order the students had the enthusiastic feeling to involve in online learning. As instructor, lecturers should invite the students to involve in online teaching and learning process. This related to the finding that the instructor interacting with the students by giving the question, appointing the students to speak, providing the information, and students' initiative to respond. These were confirmed that the roles of instructor in teaching and learning interaction were as a facilitator, leader, organizer and the sources of information (Kuo, 2014; El-hanafi, 2013, Krause & Coates; 2008). From those studies with this current study had the similarity with how the lecturers and students did the interaction during online learning. The lecturers interacted with students by making the students actively involved.

The instructors could ask questions, give lectures, give directions, and provide information so that the students got the benefit by drawing on the experience of their lecturers on how to interact in the most effective manner. Also, it was similar with Eisenring and Margana (2019) as well as Nunan (2002). They claimed that student instructor interaction focused on dialogue between students and instructors through invited the students to

involve by mentioning their names. This was the instructor's responsible to engage the students involved actively in class through pointed students in order have chance to talk. Online learning caused the class having more silence and confusion. However, in the silence situation, it made the active students volunteered to have initiative to respond the lecturer.

In addition, the interaction between instructor and student could be seen through providing evaluation to students and using ideas of students. These findings were in line with several studies Abarca (2004) and Kuo (2014) described that the instructor negotiated with the students about the content of the course by using ideas of students and instructor gave the feedback in which provided comment, correcting and suggestion for students' question and performance about something in instruction and learning process, and the instructor should give reinforcement to ignite students' curiosity to motivate the student to learn.

Student-student interaction was occurred as students interacting and communicating with their peers. The students had discussion in online instruction and learning process through both group work and pair work interactions. These were similar to some studies (Muirhead, 2001; Hirumi, 2002) who emphasized student-student interactions try to encourage students to work together to analyze, interpret and discuss with partner as group and pair teams. The interactions among the students also were carried out through interacting with relaxing atmosphere, sense of community, students' collaboration and knowledge sharing, informal social interaction, and peer evaluation. These were in line with some researches (Kuo, 2014; Dixson, 2010) who described for online class actually it can allow for a sense of community and relationship to be formed among the students virtually, using breakout rooms for collaboration discussion which helped them exploring their ideas and knowledge, building the comfortable situation in order students freely to ask, opportunities of online learning were created for students to interacting outside the class, peer review among students allowed students to evaluate their performances.

Interaction student content was the interaction between students and the subject of the study. This was related to the material in online and instruction learning process. Student content interaction was an essential

feature of education which is the process of interacting intellectually with content. It was the process of sharing information of students' perspectives, collaborative learning, participating simulation, and completing assignment. These was similar with other investigations (Ertmer et al, 2011; Robert, 2015) who found that students organized and reflected the new information they acquired by integrating prior knowledge. Student content interaction might include searching for information, completing assignments, working on projects, interacting with multimedia, and participating in simulations. Besides, interaction student content was conducted through synchronous and asynchronous discussion as well as implementing interactive website for online activities. It was line with some studies (Danesh et al 2005, Ping, 2011; Sher, 2009) who stated that student content interaction might include online quizzes, exploring the external web links provided, making available various types of web-based resources. The asynchronous communication played an important role in the success of the online learning class. Also, student content interaction related to the process of students obtaining information from the course materials. The content can be in the form of text, audio or videotape, CD-ROM, and computer program. Synchronous communication was done by video conferencing zoom and Google meet.

Further, the interaction and interface were found based on the result of this study which related to the interaction between students and the use of technology. The interaction student and interface happened by using video meeting applications, university's e-learning platform, social media, and interactive website. It was similar to some other studies (Hussin et al, 2019; Malinovski et al, 2012; Chou, 2000) who described student interface interaction was considered to be another important type of interaction related to technology. This type of interaction happened between the student and the technology used for online education. Students should be aware in the understanding the working procedures with the interface, incorporation of activities which teach the students to become familiar with the interface, for example, the students to be responsible for interacting with the media and project assignment which involving technology application for the purpose of students' interaction.

CONCLUSION

This article discussed the types of online classroom interaction the lecturers and students did in online learning amidst Covid 19 Pandemic at one public university in Palembang. The findings of the study revealed that there were four kinds of interaction commonly applied by lecturers and students in online learning during Covid 19, viz. Student-instructor, student-student, student-content, and student-interface interactions. Student-instructor interaction refers to how the lecturers engaged the students in learning process. This was related to interact with students by giving questions and appointing them to answer questions, providing evaluation to students, using their ideas, giving lectures and providing information, and nurturing students' initiative to respond. Student-student interaction refers to the interaction among the students. It could be built through the interaction with the peers through pair work and group work interactions, holding sense of community, students' collaboration and knowledge sharing, and peer evaluation. Student-content interaction involves sharing information related to material, collaborative learning both asynchronous and synchronous discussion, participating in simulation, and completing assignment. Student-interface interaction in online learning could be conducted with the help of technology. In this case, the interaction was done by using video meeting applications, university's e-learning platform, social media, and interactive website

The researcher hopes that the lecturers can conduct the effective online learning interaction process, so even though learning takes place online, there is still an active participation from the students to have learning process. The researcher also hopes the students can know the importance of interaction during online learning in order they still can take online learning interaction run smoothly. Thus, the researcher hopes this study can help students and lecturers to find a solution and way in future to make the interaction activities in online teaching and learning process better in future.

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