

OVERCROWDED CLASSROOMS IN THE ANALYSIS OF TEACHER-STUDENTS INTERACTION

Indra Sudrajat^{1*}, Nia Purnamasari²

^{1,2}STKIP Pasundan, Indonesia

Email: indra.sudrajat22@gmail.com¹, n_purnamasari18@gmail.com²

First Received: August 2021

Final Proof Received: September 2021

ABSTRACT

The study was carried out to find out the most serious problems faced by the teachers-student interaction in overcrowded classes. The aim in this study is to investigate the effect of teacher-students interaction in overcrowded classroom. This study focuses particularly on the problems that are being faced by both teachers and students while teaching-learning process. The method of this research work is qualitative method. The data were gathered through self-completion questionnaires and interview administered to 33 student and four teachers for questionnaire. Questionnaire for teacher is to understand more fully how teachers think about overcrowded classrooms as well as about classroom interaction, also to gain through overview about what the relationship between crowded classes and teacher-student interaction, and for student is to understand more fully whether overcrowded classes have an effect on teacher-student interaction, a short questionnaire was designed to gather opinion. In order to support the questionnaire, the students and the teacher were interviewed through a sequence of questions related to the causes of classroom interaction and overcrowded classroom to find out the effect of teacher-student interaction in overcrowded classroom. The study involved three students based on the high, middle and low value in English classroom and two teachers in the interview at a private senior high school in Bandung. The results of this study showed the main problems being faced in overcrowded classes including noise making, lack of individual attention and classroom arrangement are issues that influence interaction in the class. Based on the result we can see that Teacher-Student Interaction is affected by the number of Student.

Keywords: *Analysis, Interaction, Overcrowded*

INTRODUCTION

The process of learning and teaching interaction is one thing that plays an important role to improve the learning process. Interaction is one of the activities in which we can express opinions or suggestions that can train verbal fluency and accuracy. Allwright, D., & Bailey (1991) argued that interaction is something people can do together i. e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation.

The most challenging problem faced by schools and teachers is overcrowded classes. In an ideal world, class size would be maximum 15-20 student especially for English class. Unfortunately, many classrooms now regularly overreach thirty-six students. An

overcrowded classroom can happen when the number of students overreach the optimum level such that its problem in the teaching-learning process.

Overcrowded classroom can provide barriers in the learning process. In the classroom the primary objective of a teacher should treat each and every individual student in a proper way in order to regulate his activities and to develop his skills, abilities, and potentialities at the optimum levels. But in an overcrowded classroom teacher may spend most of his time to draw the students' attention and concentration on classroom management.

Interaction in large group is challenging task for every teacher. Because the number of students in overcrowded classroom, a teacher finds it very difficult to extend the teaching process in an effective way to achieve certain goals in teaching. At the same time, the teacher cannot make enough interaction with students in large group. Thus, we can deduce that overcrowded classroom may affect teacher-student interactions and as a result, the aim of this study is to make some recommendations and suggestions to reduce this phenomenon.

The problem of overcrowded classroom has been documented by many researcher one of them is Ijaiya (1999) found a weak positive correlation between the opinion of teachers and students. Findings showed that over crowdedness diminished the quality and quality of teaching and learning with serious implication for attainment of educational goals. It was felt that addition buildings and future should give priority in educational planning at all levels.

The objectives of the investigation are guided by the following question: What are the effects of overcrowded classroom on teacher-student interactions in English class?

From the research question the writer can formulate the objectives of the study is to find out the effect of overcrowded classroom on teacher-student interaction in English.

The issue of overcrowded classroom being a real-world issue affecting teachers in general and English teachers at Senior High School 2 Mutiara Bandung. First, the aims of this study are to explore the impact of overcrowded in classroom on teaching and learning and examine the effective ways of coping with those overcrowded classroom in order to enhance teaching and learning after investigating the teachers and students' beliefs about the phenomenon. Second, this study could help the entire participant to have a better evident of the situation by adding to the body of knowledge about teaching and learning in overcrowded classroom. Third, it intends to make suggestions and recommendations with a view to suggest the transmission and to apply of the results of the research across the country so that, the new teachers can reach an advanced level of understanding that can be used to address the theoretical and practical issues of teaching in overcrowded classroom.

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching-learning process. Researcher argues that there is no exact definition of a large class. It differs from country to country and from one situation of teaching to another. Hayes (1997) states that there can be no qualitative deviation of what constitutes an "overcrowded" class, as perceptions of this will vary from context to context. Ur (1996) sees that Large is, of course, a relation term, and what a large class is, will vary from place to place "a group of twenty may be considered large; in my own teaching situation 40-50". A study done by a team of the Lancaster-Leeds Language Learning in large Classes Research Project.

For example, some people hold that 50 would be large enough for a class; others would argue that a large class could have as many as over 100 or even 150 students. However, most teachers generally agree that a class with 50-60 or more is 'large' enough.

Similarly, Nolasco, R., & Arthur (1988) stated that "Teacher who is used to teach groups of 12-14 students might find a group of 20 rather threatening. It may be relative when they have only 40." (p. 04)

Basically, teachers should to teach more than one class a day. Class size may be one cause of the decline for teacher quality in teaching-learning process. Although there is no rule how ideal class size in teaching English as a foreign language, the number of students in the class should be reasonable so that the teacher can easily communicate with his or her students.

Generally, many schools in Indonesia have a number differently there consists of 30 student and some 40 students in the class. The question is which class is included in overcrowded classroom? There are no easy answers to these questions since perceptions of class size are subjective, also it depends on a number of variables.

The first, teachers depend on the largest size of the class that they regularly teach when making decision concerning what makes a large class. In other words, if a teacher is used to teaching classes of 20 students, he or she will often say that 30 students are a large class; but for another teacher whose regular class size is 40, a large class might comprise 60 students. Despite these differences, teachers nearly always end up teaching classes larger than what they consider is ideal.

The second, what is being taught influences teachers' judgments of the size of large classes. Where the teaching involves the transfer of factual knowledge, such class sizes may not be problematic, but for the teaching of English, which requires the learning of complex skills, these massive lecture classes are likely to cause a wide variety of problems. Similarly, within English language teaching, most teachers would view the minimum size of what would be considered a large class for teaching speaking to be smaller than for teaching reading. The content being taught, then, must also be considered when making judgments of the size of large classes.

Method of instruction is one of the many variables that should be taken into account in research on class size. Ebel (1969) offers the opinion that "any criterion employed to assess the effect of class size is in actuality assessing the accomplishments of some method -- the method of teaching which was used in the study in question. Whether it appears to better advantage in large classes or in small classes depends upon the compatibility of the method with the size of the groups being investigated. One either is at a loss to know, with respect to virtually all the class-size literature, whether the research design specific method for or both of the class-size categories and whether the method specified was actually consistently employed" (p. 142).

Evidence from the above studies indicates that not all teachers automatically take advantage of the opportunity for individualization of instruction that small classes afford. Classroom teaching techniques between small and large classes can't be equated if a teacher used same teaching technique there is a possibility there will be no differences that we can found in a small and large classes.

Having considered the concept of class-size and views of educationists on its influence of Teaching and Learning of English Language in relation to students' performances, the effectiveness of teaching in both class sizes need to be looked into. To determine the effectiveness of any teaching such as English, the outcome or performance of the students need to be ascertained.

An overcrowded classroom is a class in which teacher concentrates more on management and control of the students rather than working towards the achievement of the lesson objectives. Overcrowded classrooms, therefore, based on definitions could also be referred to as a large size class. As a result of this, teachers and students tend to face difficulties in teaching-learning processes. Ijaiya (1999) in her research opined that a large class-size offers nothing but noise making, restriction of teacher's movement to the front of the class and inadequate participation in the lesson by students sitting at the back. She added that the increase in examination malpractices could not be divorced from poor seating arrangement in classrooms. She finalized that the quantity and quality of interaction are likely to be adversely affected due to lack of space for moving around the class and the overwhelming number of students that the teacher have to deal with within a ninety-minute lesson.

Ur (1996) explained that the teacher who taught in large classes cannot provide help to all students, nevertheless students can expand strategies to be better by doing peer-teaching and group effort, thus benefiting and nurturing an environment of cooperation and mutual end.

View of the advantages and disadvantages of large class-sizes, it would be realized that large class-sizes forces teachers to be teacher-centered and Teaching English as a Foreign Language (TEFL) based on research is not effective when a teaching is teacher-centered. The National Capital Language Resource Council of the United States (NCLRC) identified the two major drawbacks in teacher-centered model of teaching. These are, it involves only a minority of students in actual language learning, and it gives students knowledge about language but does not necessarily enable them to use it for purposes that interest them.

Efficiencies and effectiveness of English Language Teaching and Learning of in a Small Class-Size to some extent is known. Some researchers have investigated and concluded that the class-size has nothing to do in the students' achievements, while lots of them are of the opinion that the effectiveness of teaching is high when there is a reduction in class size. The National Council of Teachers of English of United States (NCTE, 1999) has identified the following encouraging results from small class size and improving instructional methods:

1. Smaller classes result in increased teacher-students contact.
2. More learning activities take place in small class-sizes.
3. Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities.
4. Smaller class sizes allow for potential disciplinary problems to be identified and resolved more quickly.
5. Smaller classes result in higher teacher morale and reduced stress.
6. Less retention, fewer referrals to special education, and fewer dropouts are the ultimate rewards of class-size reduction

In support of small class-size, Blatchford, P., Goldstein, H., Martin, C., & Browne (2002) commented that in small classes, there exist individualization of teaching and less time spent in management or procedural activities, hence more teaching overall. It is very difficult to enumerate all the problems regarding large size ELT classes. However, there are certain problems which may look small from a general point of view but may affect teaching-learning process badly. Certainly, there are certain problems that are related to all the large size English teaching classes and cannot be ignored at any time.

Teachers face difficulties in controlling their students, who make noise especially when they do activities or finish before the others, then the teachers cannot stop them. A disciplined class is an ideal field for a teacher to impart knowledge. Discipline is only possible if the strength of a class is normal. In a class of 40 students and more, it is impossible to maintain discipline. May be a teacher is very competent in his profession, his preparation is satisfactory, is smart and punctual; but will fail to control and maintain discipline in those large size classes. Hayes (1997) stated that: "...it is noisy, some students who aren't interested in class will disturb the others...when we have the activities in class, it will be difficult to control or to solve their problems." (p. 109). We can say discipline problems are common in overcrowded classes in a way that the teacher should have enough proficiency on how to prevent those problems from occurring in his class.

Many teachers and students who feel uncomfortable with overcrowded class room, they might feel unhappy and hopeless. Because of the overall hostile situation, and teacher do not pay attention to the students. They cannot involve their students in learning activities. If they cannot do so, they get nervous, then, teaching-learning process will not be in a natural manner. Hayes (1997) argues that: "Large size of class makes me frustrated and tired and I feel hopeless to manage the class successfully." (p. 109). Therefore, the class room should be the most convenient place to build a successful interaction.

Due to the large number of students as well as the shortage of time, teachers cannot pay attention to every individual student in the class. Ur (1996) argues that "I can't get to know and follow the progress of all the individuals in my class; they are too many of them, and they're all so different." (p. 303)

Teachers emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. Participants in Al-Jarf's (2006) study commented that "due to the size of the class they do not have enough time to pay attention to each and give every student a chance to speak and participate" (p. 24). In words, such context makes some students, especially the shy or weak, to be neglected and left behind.

It has been provided in various researches that is very difficult for the teachers to carry out proper evaluation in a class of large size. The teachers consider it very challenging task to supervise and give appropriate feedback to a class that exceeds forty students per class, in addition, it is hard to check all the exercises done by each student in the classroom. It becomes almost impossible to correct their mistakes. Pair work, group work, and trio work becomes impossible. It is troublesome for the teacher to mark too many scripts of home assignments. However, all this evaluation is essential in the teaching system.

In a class that is overcrowded, the teaching-learning process gets very slow. There are many distractions and disturbances. The teacher is not audible to the students. Because of overcrowding, there is much noise in the class. The students find it easier to talk with each other than to ask the teacher and listening to him. As a result, the class lacks the proper teacher-student relationship and the teaching-learning process gets disturbed. Hayes (1997) says "I am not sure that my students get what I have taught exactly. It is difficult to control the students and I don't know what they have learned because there are a lot of students. Some may understand, but some may be not understood and the teacher does not know what to do". (p. 109)

In large size classes, teachers are forced to depend on lecture method only. Consequently, this leads to the question of how learning outcomes achieved by courses

taught with the lecture method only in large class settings compare with outcomes achieved in smaller sized classes, where the discussion method is more likely to be employed.

In fact, Lecture method is not appropriate for teaching English. Bligh (1972) based on his extensive review of the research literature argued that “The balance of evidence favors this conclusion: Use lectures to teach information. Do not rely on them to promote thought, change attitudes, or behavioral skills if you can help it.” (p. 20).

By teaching through lecture method, teachers or rather their skills thus becomes the medium for transmitting knowledge orally and the student receives it and accumulates it. The diagram, then, becomes enlarged and proceeds.

In the lecture method, the teacher needs to make sure that the decoding of information by the student is correct and the decoded message is learned. The feeding of information by the teacher is based on the assumption that it is valid. Lecture method needs to be modified and in certain situations substituted with alternative methodologies. Therefore, we can conclude that the lecture method cannot be found suitable all the time in almost all the English language activities and lessons.

The classroom refers to the physical place in the school where the teacher meets group of students to interact with subject matter and materials so that learning can take place (i.e., the physical, social, and intellectual context of the teacher and student). The classroom goes beyond the physical confines of the room in include the total school context that teachers and students inhabit throughout the day.

Management refers to the process of planning, organizing, leading, and controlling the resources (physical, human) required to achieve the goals/functions of teaching and learning (i.e., attending to the logistics of teaching). According to Kruger, A & Van Schalkwyk (1997), the term classroom management encompasses all the activities that are required to support and fulfill the main purpose of the teaching and learning situation.

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “*reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another*” (Wagner, 1994). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright, D & Bailey (1991) hold that interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and 10 so on. However, none of this can change the fact that classroom interaction focuses on the learners’ cooperation.

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis, R & Fotos (1999) say, “*Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.*” Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

Interaction between teacher and students may be affected by many aspects; class size is one of the most important aspects that influence this process. Limited physical space due to large classes results in an increase in student misbehavior, increase in safety issues, and decrease in instructional activity variety (Blatchford, P., Goldstein, H., Martin, C.,

& Browne, 2002). Adding to the research regarding class size and classroom management many studies are analyzing how the interactions between teachers and students are affected by larger numbers. Previous studies on the issue have argued that in smaller classes, teachers were able to interact more with their students and prevent discipline problems from occurring. Student-to-teacher interactions are affected by class size, which affects the instruction of students and the classroom management of students. In large classes, teachers are not able to build the relationships that they are able to build in smaller classes (Erdogan, M., Kursun, E., Tan Sisman, G., Saltan, F., Gok, A., & Yildiz, 2010). Being able to interact with their students helps teachers decrease the amount of time they have to devote to classroom management issues and increase the amount of time they can devote to instruction. By simply reducing the number of students, educational leaders could enhance the learning process because teachers will be able to devote more time to instruction.

Teacher-to-student interactions were also found to be affected by class size (Blatchford, P., Goldstein, H., Martin, C., & Browne, 2002). Large number of students may distract teacher's attention to all students, he may not be able to interact to a great number of students thus interaction between him and his students are reduced.

METHOD

The second grade students at a private high school in Bandung of the academic year 2016/2017 which consists of 2 classes with total number 57 students are chosen as the population. The study gives questionnaire to the teachers and students. Questionnaire for teacher is to understand more fully how teachers think about overcrowded classrooms as well as about classroom interaction, also to gain through overview about what the relationship between crowded classes and teacher-student interaction, and for student is to understand more fully whether overcrowded classes have an effect on teacher-student interaction, a short questionnaire was designed to gather opinion.

In order to support the questionnaire, the students and the teacher were interviewed through a sequence of questions related to the causes of classroom interaction and overcrowded classroom. The study used interview to find out the effect of teacher-student interaction in overcrowded classroom. The writer involved three students based on the high, middle and low value in English classroom and two teachers in the interview.

The study used descriptive qualitative method. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Qualitative research is used to examine question that can best be answered by verbally describing how participant in a study perceive and interpret various aspects of their environment.

Descriptive qualitative case defined as a study of special feature, or is an approach to research that facilitates exploration of phenomenon within its context using variety of data sources." In analyzing of Teacher-Student Interaction in Overcrowded Classroom the step of this research are interview and questionnaire.

The qualitative research is the method that is used by the study to Analysis of Teacher-Student Interaction in overcrowded classroom at the Second Grade Students of a private high school in Bandung.

Sample is part of population taken for the research to find out about population. A sample is a representative of the population important characteristic such as age, gender,

health status is distributed similarly in both groups. The study chose one class consisting of (33) students who are studying English at a private senior high school in Bandung. The study also chooses Four English teachers as sample.

In order to collect data, the writer decided to use two different types of instruments: questionnaire and interview to find out the effect of teacher-student interaction in overcrowded classroom.

In this study, a semi – structured and open-ended question interview was employed. The interview was carried out following the guides designed but in a flexible way. That is, giving the participants the freedom to express what they wanted to share and also how they wanted to be interviewed. For example, all students were interviewed in Indonesian not only because of their English level but because they mentioned they felt less nervous speaking in their native language when being recorded. To analyze the data from the questionnaire, the writer does the steps as follows:

1. Counting every answer the questionnaire to determine the frequency.
2. Counting the percentile by using $\frac{f}{X} \times 100\%$

Note: f = the frequency of the respondents' answer.

X = the number of respondents who fields the questionnaire

This formula is only used to know the percentage of each students, but overall this study uses qualitative approach.

3. Applying the data into diagram.

In order to make the data to be easily comprehended, the study presented the result of formula in table and diagram. The diagram shows the percentage of kinds of errors from each student.

In order to find out more information about respondent related to the questionnaire and to answer the problem about the effect of teacher-student interaction in overcrowded classroom, the study presented the following steps.

The result of interview was analyzed by making transcription of the interview. Finally, the transcription of recorder interview was summarized, matching the question with their answer.

FINDINGS AND DISCUSSION

The students' questionnaire consisted of 14 questions divided into two main sections: section one is overcrowded classrooms and section two is classroom interaction. The teacher questionnaire is consisted of 10 questions.

Students' Perception on Overcrowded Classrooms

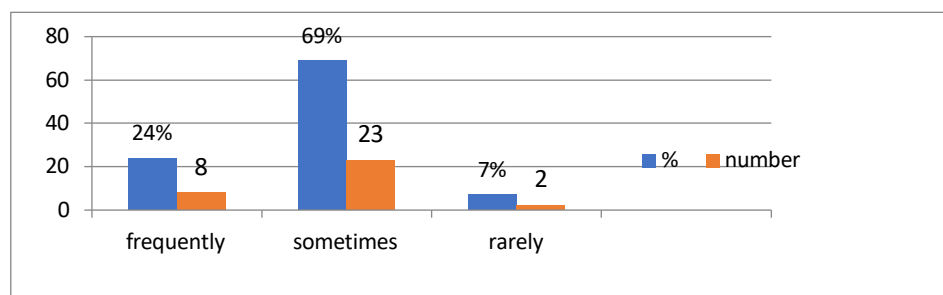


Figure 1. Students' Attitudes on Crowded Classes

As the graph shows, only 8 students frequently feel comfortable in their classes justifying their answers that they get used to the teacher, classmates as well as the whole environment in the class so they do not pay attention to the crowd. However, most of student 23 claim that sometimes feel comfortable; on the other hand, 2 students stated that they rarely feel comfortable. Therefore, a total of 25 students do not always feel comfortable in the class; they justified their answer through stating many reasons, noise, bad organization and arrangement of table, and lack of individual attention.

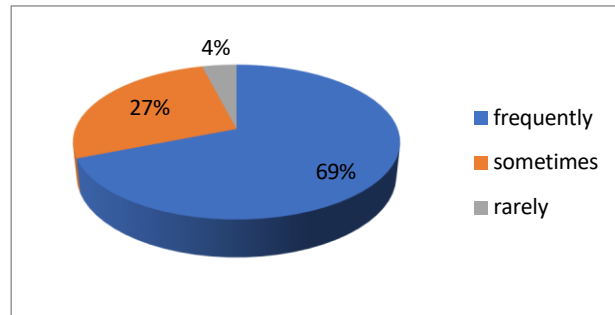


Figure 2. Students' perception on the noise in the class

It is clear from the graph that 69% of students argued that frequently there is noise in their classes; other 27% stated that sometimes there is noise and the least percent 4% claim that rarely hear noise in their class. We can result from these statistics that 96% of overcrowded classes are noisy thus many students do not feel comfortable as stated in the previous question.

Table 1. Students' Degree of Agreement

Statement	Strongly agree	agree	disagree	Strongly disagree	Total
1.Larger class sizes contribute to a decrease in student achievement	2	15	14	2	33
2.Mode of instruction can be a factor in student achievement	6	25	2	0	33
3.Larger classes have more discipline problems	8	20	2	3	33
4.Teachers have difficulties grading the large number of students' work, including essays and papers.	4	8	19	2	33

As illustrated by the table, 15 students agree with the first statement that says that large classes contribute to decrease students' achievement, 2 students strongly agreed with the stated statement; on the other part, a total of 16 students did not agree with it, 14 students have disagreed whereas the remaining 2 students were strongly disagree. In the second statement, which says that mode of instruction can be a factor in students' achievement, we can notice that the majority of students which constitute 25 students agree with the statement, other 6 students strongly agreed thus they are aware that mode of instruction have an important role in students' achievement. 2 students disagree with the idea stated whereas no student has strongly disagreed. 8 students strongly agreed that

large classes have more discipline problems, furthermore, 20 students agreed with the third statement, however, 2 students disagreed and 3 students who strongly disagreed. For the fourth statement, 2 students who strongly disagreed, 19 respondents disagreed that large classes have more discipline problems. The results of the fourth sentence, which says that teachers face difficulties in grading the large number of students' assignments, were not surprising. The highest number of students 19 responded that they do agree with the statement, 8 students disagree with it, 2 students strongly disagreed and 4 students strongly agree with the proposed sentence.

Table 2. Students' opinions about teaching methods

No	Teaching method	Very effective	Fairly effective	Not very effective
1	Lecture	6	20	7
2	Tutorials	11	17	5
3	Language lab work	18	11	4
4	Pair-work	11	14	8
5	Group-work	12	13	8
6	Discussions	17	12	4

From the table 2., we notice that 6 students find lectures very effective method, yet 20 students find it fairly effective; in contrast 7 respondents find lectures method not very effective way of teaching. In other part, the same results as gained in lectures, 5 students state that tutorials are not very effective way. In addition, we tabulate from the above table that 17 students claim that tutorials are fairly effective way, but 11 students find it very effective method.

For language lab work, the highest number of students 18 argue that it is very effective as a method, whereas, 11 respondents stated that is fairly effective, in contrast 4 students claim that language lab work is not very effective at all. For pair work, 11 students choose very effective as an answer to the question, 14 is noticed for the second choice "fairly effective", the remaining students 8 argue that it is not very effective way. For group work as well as discussions, the obtained result are somehow different; 12 students state that group work is very effective, in contrast 17 students claim that discussions are very effective method, but just 12 students answered that discussions are fairly effective, in comparison, 13 students view group work as fairly effective method of teaching. While 8 students view group work as not an effective method, only 4 respondents argue that discussions are not effective.

Table 3. Students' Opinion on The Atmosphere of The Class

No	Question	yes	%	No	%
1	Does the teacher give individual attention?	6	18%	27	82%
2	Are most of the modules taught through the lecture method?	14	42%	19	58%
3	Is attendance checked regularly?	33	100%	0	0%
4	Can you easily ask and answer question?	8	24%	25	76%
5	Does the proper teacher-student interaction exist?	26	21%	7	79%
6	Do the weak students feel ignored?	10	70%	23	30%
7	Are good students given more attention?	17	52%	16	48%
8	Are the back zone students neglected?	9	73%	24	27%
9	Do the front zone students dominate the entire class?	6	18%	27	82%
10	Do the teachers know most of the students' names?	27	82%	6	18%
11	Are sufficient assignments given?	27	82%	6	18%
12	Can the teacher check all the assignments?	25	76%	8	24%

No	Question	yes	%	No	%
13	Is there any other teaching aid available except the blackboard?	22	67%	11	33%

It can be seen from table 4.3 that the majority of students 82% agree that the teacher do not give individual attention to all of them, while 18% of students argue that the teacher provide all students with an individual attention. 42% of students state that most of their modules are taught through lecture method, the other 58% state that there are other methods in which their modules are being taught and not only lecture method. In statement number three in which we have asked students if the attendance is checked regularly; an equal answer was given by the respondents that is say that 100% said yes. After that, we asked students if they can easily ask and answer questions, the results were respectively as the following: 76% answered no and 24% answered yes. In the following question, we have asked them if proper teacher-student interaction exist in the class; the answers showed that a high percentage 21% of students argue that there is interaction and 79% they lack adequate interaction in class.

In statement six and eight, answers were approximately close, students answered respectively that 70% and 74% of weak students as well as the back zone students feel ignored. Whereas, 30% of students stated that weak students do not feel ignored as for the back zone students 27% of students claim that they are not neglected. However, in question 7 and 9, 52% of students state that good students are given more attention and 18% of students state that the class is dominated by the front zone students. On the other hand, for number 7, 48% said that good student is not given more attention than others and in number 9, 82% of students said that the front zone do not dominate the whole class. For number 10, 82% of students reveal that the teacher knows most of students' names, however, 18% of students argue that the teacher does not know most of students names; and this is due to the large number of students so that the teacher cannot remember all the names.

In number 11, 18% of students state that no sufficient assignments are given by the teacher, on the contrary 82% said that the teacher gives them enough assignments. From the table above we can notice in question number 12, 24% of respondents claim that the teacher cannot all the assignments, the other students 76% say yes, he can do so. Finally, in number 13 we notice that 67% said yes, there are other teaching aids available, others 33% said no there is no extra teaching aid used in the class except the blackboard.

Students' Perception on Classroom Interaction

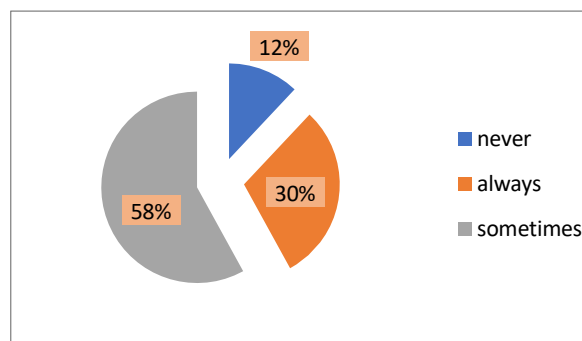


Figure 3. Frequency of Teacher-Student Interaction

58% of students state that they sometimes given the opportunity to interact with their teachers, in the other hand, those who say that they always interact with the teacher represents 30% and 12% student state that they never interaction with their teacher.

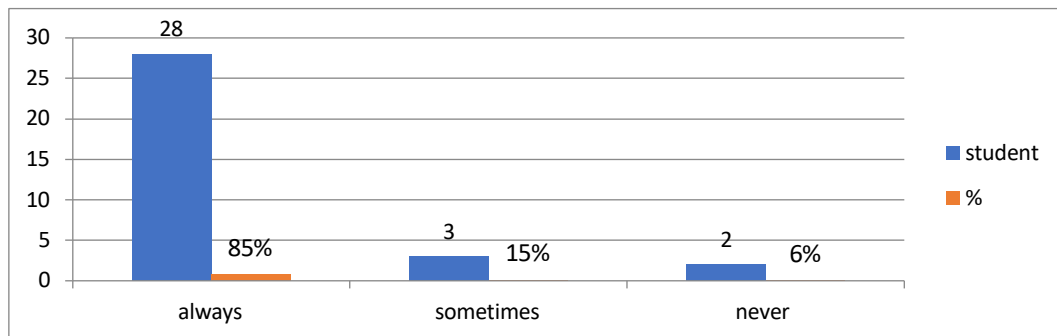


Figure 4. Frequency of Learner-Learner Interaction

As the graph show, 15% of students sometimes interact with each other inside the class, whereas 85% of respondents state that they always interact with their classmates inside the class. The remaining number 6% claim that they never interact with other learners in class.

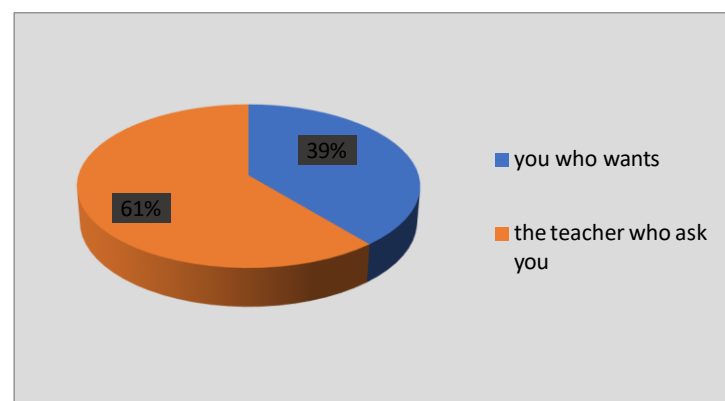


Figure 5. Students' Contribution in Interaction

It can be seen from the graph 4.9 that the majority of students 61% students state that they do not interact unless the teacher asks them to do so, 39% students state they will interact when they want to.

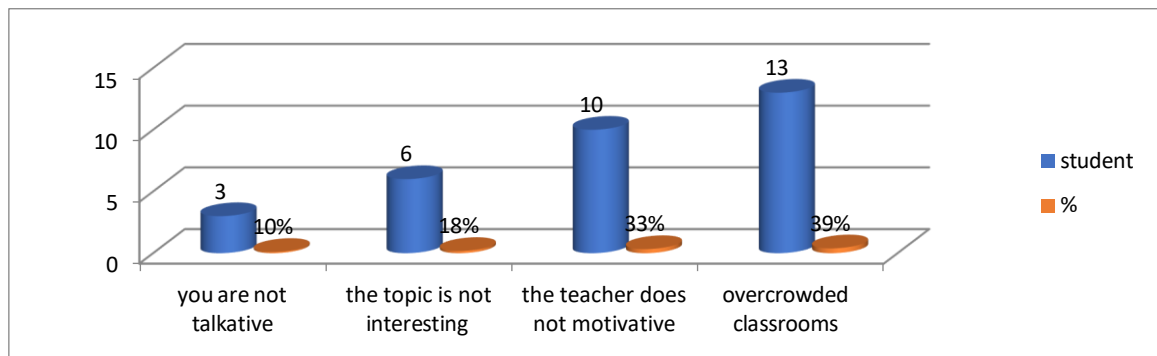


Figure 6. Student Reason Behind not Interaction

One can notice from the results shown in the table that 39% of students do not interact in classroom because they are overcrowded, others 18% do not interact because the topic is not interesting for them. Whereas 33% of students state that do not interact because the teacher does not motivate them; on the other hand, 10% claim argue that they are not talkative that is why they do not interact a lot in the class.

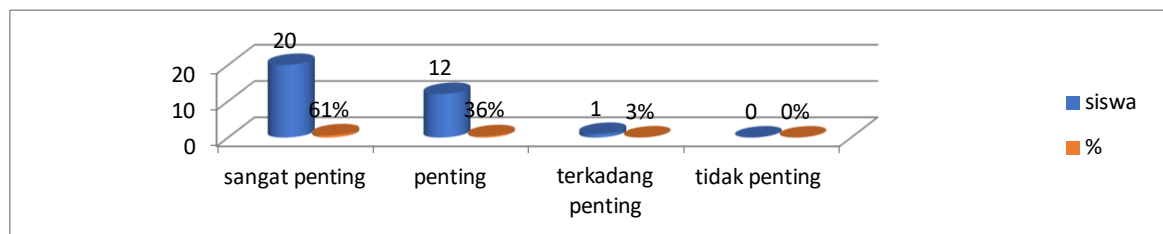


Figure 7. Students' Perceptions on Teacher's Feedback

The graph 11 indicates that 61% of students state that teacher's feedback is very important, thus they are aware of its role in interaction. 36% of students argue that it is important, whereas none of them state

Whereas none of them state that teacher's feedback is not important but a few numbers, which constitute 3%, say that it is just somehow important.

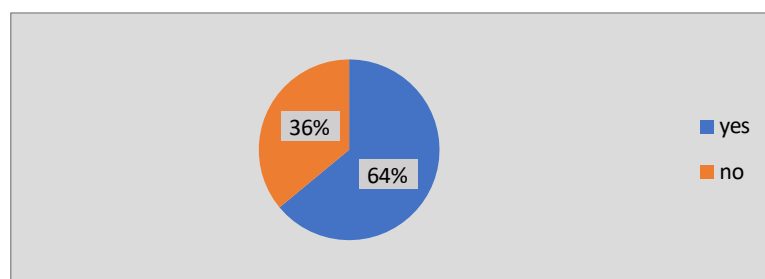


Figure 8. Students' Opinion about Teacher's Questions

As illustrated by the graph, 64% of students find that teacher's questions during the lesson helps them to stay focused, whereas 36% of students say that teacher's questions do not help them to stay engaged in the lesson.

Table 4. Students' Perceptions on The Role of Class Arrangement

Option	Number	%
Always	9	70%
Sometimes	23	27%
Do not have a role	1	3%
Total	33	100%

The table reveals that a great number of students are aware of role of classroom arrangement in fostering interaction, though 70% of respondents argue that the organization of stuff in class always has a role in teacher-student interaction. While 3% of students claim that class arrangement does not have a role in interaction; 27% of them state that sometimes stuff arrangement has a role in interaction.

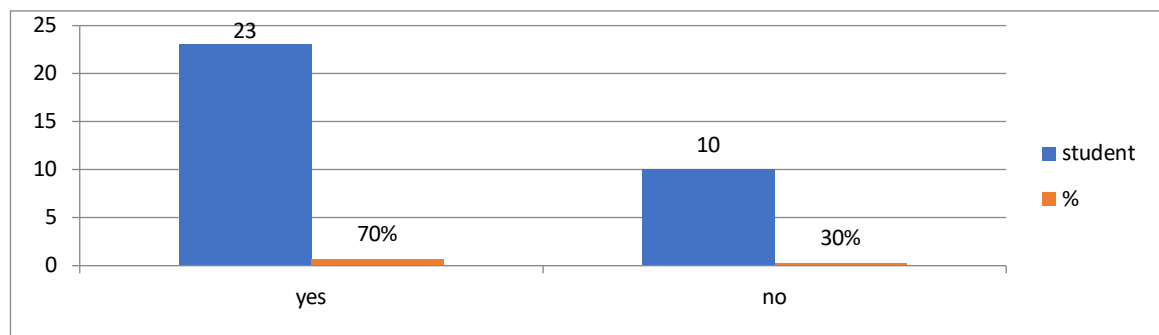


Figure 9. Students' Opinion on The Effect of Overcrowded Classroom

The answers tabulated above reveal that 30% of students state that overcrowded classrooms do not affect their interaction with the teacher, while the highest percentage of students 70% claims that overcrowded classrooms hinder them from interacting properly with the teacher.

Students who said "yes" justified their answers that because of noise, the teacher feel angry, loses his concentration though he will not perform well, and focuses only on keeping noisy student quitter. In contrast, in small classes the teacher feels comfortable and more concentrated so he will explain better. On the other part, students who answered "no" argue that interaction in class depends on students' level of motivation and abilities to exchange ideas with the teacher; others said that interaction is up to them the number of students does not matter for them. Furthermore, some students said that if the class is well managed, then other factors are not problematic.

CONCLUSION

The analysis of the two questionnaires and interview teacher and student showed that most of teachers and students do not feel comfortable while teaching/ learning in those classes. In addition, the findings gathered from the questionnaires confirm that due to the large number of students, the class becomes very noisy and the teacher cannot provide students with adequate feedback. Teachers and students showed a considerable awareness about the impact of overcrowded classrooms on their interaction with each other. Both respondents argue that the difficult working (learning) conditions, lack of ICT tools and noise level are factors that do not allow for smooth interaction in the class.

REFERENCES

- Al-Jarf, R. (2006). Large Student Enrollements in EFL Programs; Challenges and Consequences. *Asian EFL Journal Quarterly*, 8(4), 8–34.
- Allwright, D., & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge University Press.
- Blatchford, P., Goldstein, H., Martin, C., & Browne, W. (2002). A study of Class Size Effect in English School Reception Year Classes. *British Educational Research Journal*, 169–185.
- Bligh, D. A. (1972). *What's the Use of Lectures?* Penguin.
- Ebel, R. (1969). *Encyclopedia of Educational Research*. Macmillan.
- Ellis, R., & Fotos, S. (1999). *Learning a Second Language through Interaction*. Oxford University Press.
- Erdogan, M., Kursun, E., Tan Sisman, G., Saltan, F., Gok, A., & Yildiz, I. (2010). A Qualitative Study on Classroom Management and Classroom Dicipline Problems, Reason, and Solutions: A Case of Information Technologies Class. *Educational Science: Theory and Practice*, 881–891.
- Hayes, D. (1997). Helping Teacher to Cope with large Classes. *ELT Journal*, 106–116.
- Ijaiya, Y. (1999). Effect of Overcrowded Classrooms on Teacher-Student Interactions. *Ilorin Journal Education*, 1–11.
- Kruger, A., & Van Schalkwyk, O. (1997). *Classroom Management*. J.L Van Schaik.
- Nolasco, R., & Arthur, L. (1988). *Large Classes*. Macmillan.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.
- Wagner, E. D. (1994). In Support of a Fuctional Definition of Interaction. *The American Journal of Distance Education*, 6–26.