DRAW THE MONSTER: PROMOTING STUDENTS' INTERACTION THROUGH COLLABORATIVE WORK

Yulieda Hermaniar
STKIP PGRI Banjarmasin
yuliedahermaniar@gmail.com

Agustina Lestary
STKIP PGRI Banjarmasin
tinalestary@gmail.com

Abstract: Elite English Course Banjarmasin is a private English course using games and related traditional activities in the lesson. One of the activity used is drawing. In 90 minutes lesson, various technique are used in every stage of the lesson which involve drawing activity. The drawing activities is promoting not only the students involvement but also togetherness, as it is seen when students are drawing and coloring the monster on activity book. Therefore, the study is conducted to describe how the drawing activity promote meaningful learning and interaction through grouping system in drawing activities. Under the descriptive qualitative method, the discussion of the study covers the detail stages implemented in the classroom, the various activity of drawing, and the related theories supporting or contrasting the findings. The study is expected to give beneficial contribution for teachers who have similar characteristics with Elite English Course Banjarmasin as well as education practitioners as references for further research.

Keywords:*Draw the monster, Students' interaction, Collaborative works*

BACKGROUND

Through the centuries, the roles of teacher in classroom has been shifted. As scholars and practitioners lean more towards the interactive teaching, teachers now play many different roles in their classroom. While traditional view emphasizes on the position of teacher as the center of the learning process, the interactive teaching encourages teachers to put the center of the teaching learning process not only on them but also on the students(Xhemajli, 2016).Further, Brown, (2007) mentioned five different roles of teachers in the classroom; they are controller, director, manager, facilitator, and resource.

Teachers' role as a controller is a typical traditional role of teachers in classroom in which the teachers are the master of the class. They manage every activity in the learning process. As much as this role sound traditional, still there are situations and activities in

classroom that require the presence of teacher as the one in charge. Thus, the role of controller cannot be disregarded even in today's teaching practice.

Teachers may also take role as director in classroom. To perform this roles, the teachers would act like a director of a movie. They are present in the classroom, providing some instructions but they will let the students interact and be spontaneous. A quite similar role to the director is manager. Playing this role of manager, teachers are expected to organize the stages of activities in the classroom. The teachers set the goal as well as the time allotted but the rest are for the students to work among themselves. These two roles are slight different with one similarities of teachers should be present from time to time to make sure the activities run as expected and the students can achieve the set goals.

Further, Brown (2007) also mentioned that teachers might just step away a little from the students and let them take full control of the learning process. The presence of the teachers are subtle, providing some assistance for the students when they need one or resolving issues that cannot be solved by the students on their own. In this situation, teachers are playing role as facilitator. The role allows the students to discover the language they are learning pragmatically.

The least control teachers can take based on Brown's classification of teachers' roles in classroom is resource. As a resource, teachers let the students take the initiative to approach their teachers. The students are given freedom to interact with each other as they are learning the language. Meanwhile, the teachers will be on standby in case the students need some advice and counsel.

In relation to language teaching, Scarino and Liddicoat (2009) emphasized on the importance of meaningful language use. In order to create a purposeful language use, the interaction in the classroom should be arranged so that the pattern is not only limited to teacher-student. Teachers should engage students in student-teacher or student-student interaction pattern. In relation to the importance of interaction in language classroom, Choudhury (2005) mentioned that interaction between students are essential as they can acquire language naturally through the communication.

Students can use the skills they have learnt and apply them in real life exchanges. In addition, this experience might also expose the students to new skills and knowledge. Through certain activities requiring interaction between students, they can learn about problem-solving, critical thinking, negotiating or other skills and knowledge related to the language or other beyond the language.In order to initiate this interaction, the teacher should be able to organize a situation where the use of language is needed. Teachers should set a purpose for the students to talk or communicate with others, and at the same time use the language (Naheed, 2015; Aigo, 2018)

This study is conducted to describe the activity used in the classroom to create an interactive language teaching class. The result of this study is expected to provide some insight to other teachers on how to promote interactive learning situations. The researchers, however, are not only focusing on the interactions between students but also how the interaction is built through collaborative work.

Collaborative work in language classroom itself is not a strategy without any challenges. Ha Le *et al* (2018) stated that despite the advantages that this strategy offers (Ibrahim et al, 2015; Laal&Ghodsi, 2015), teachers and students might face some problems

while doing collaborative work. Students in primary school, for example, have to struggle as they work with their friends. The students display some inappropriate behaviors such as do not paying attention to their group members, interrupt their friends or rejecting other suggestions. Thus, through this study, the researcher will provide description and elaboration on how the teachers built collaborative work in their classrooms and at the same time provide opportunity for the students to interact with each other.

In addition, the researchers also would describe how teachers can shift from one role to another role during the class. As mentioned earlier, the role of teachers in classroom in today's teaching practice is not limited to single role, the source of everything – the center of the class. Teachers might shift their role from the most dominant in the class to the least control as they see fit. In this study, the researchers will also describe the roles teachers take in their classes during the observation.

METHOD

The study deals with describing an approach used in Elite English Course Banjarmasin, making the study under the approach of qualitative research. In qualitative research, the researchers begin with assumption, a worldview, the possible use of theoretical lens, and the study of research problem inquiring into the meaning individuals or group ascribe to social or human problem (Creswell, 2007). The study allows the researchers to provide descriptive approach from a phenomenon using interviews, observation, or document review.

Children Class 1 with six students is taken as the object of the research. The observation is held in two meetings where the teacher uses drawing the monster activity. The data is collected from 90 minutes teaching and learning process by using observation sheet and documentation. The researchers sit in the class and watch the whole process of teaching. The data is obtained from an observation without any intervention or manipulation.

FINDINGS AND DISCUSSION

On the observation held at Elite English Course Banjarmasin, the lesson plan derived from the first observation is presented on the following table:

Table 1. Lesson Plan for Lesson 1

Duration	Stage	Activity
30"	Warmer	Playing a game to warm up the class and motivate the students to enjoy the class. The game played is guessing the vocabularies based on the clues drew. Students are grouped during the game.
15"	Elicitation	- Reviewing vocabularies about colors and size - Introducing vocabularies about part of body
15"	Presentation	Teacher explains the language focus which is describing a monster by using adjective (color) and noun (part of body). The complete expression used is

"I have big green eyes"

Notes: Subject of substitution
Red for adjective and blue for noun

15"	Practice	Two parts of listening. In part one, students are asked to look at the picture of Trevor the monster and listen to the recording describing Trevor. In part two, students are asked to give color to picture of a monster based on the description given on the listening material.
15"	Production	Students work in pairs to draw a monster freely. They should name and color the monster by themselves.

The first 30 minutes of the lesson is dedicated to get students to be ready to learn by playing games in English. The teacher has prepared the cards consisting of English words such as kinds of building, family members, colors, and hobbies. All of the words used in the warmer stage are taken from previous lessons. To play the game, students are grouped into several group with 2 members in each group, called player A and B. player A should take the card, draw the clues on the whiteboard as player B answer. Each group is given one minute to guess as many cards as they can. Each correct answer is valued one star written on the whiteboard. The group should not talk to each other so the clues come solely from the drawing. During the game, the teacher's role is only as manager which providing the card for the game, setting up the rule and turn, and writing the star on the board next to students' names.

After exposing the English during the game, the teacher asks the students to sit and she takes control of the class by standing in front of the class. The seats arranged in half circle formation so the students can face each other, allowing the teacher to see all the students. The teacher role is changed into the controller. She introduces the vocabularies needed for today's lesson which is about adjective and noun. The following conversation is the example on how the teacher elicits the vocabularies

T   :   Nabil, what is the color do you know?
S   :   Green
T   :   How do you spell green?
S   :   G-R-E-E-N
T   :   Good *(write green on the board).* Alvin, mention another color, please.
S   :   Red
T   :   Okay, spell red *(write red on board as student spells)*
(Continue until all colors are mention by pointing out the students one by one.
Each correct answers is rewarded one star on the board)
T   :   Red, green, white, what are they?
Ss   :   Colors!

By using typical approach, teacher introduces the rest of vocabularies and guides the students to guess the words. In introducing the words, the teacher gives verbal clues, mimes, and also draw. Instead of drawing human, the teacher draws a monster with odd size and part of the body. At the end of the stage, all the words are written on the board with the following formation

Colors	Size	Part of Body
Red	Big	Hair
Yellow	Small	Head
Pink	Tiny	Eyes
Green	Giant	Ears
Orange	Tall	Nose
Purple	Short	Mouth
Blues		Teeth
Black		Neck
White		Hands
		Belly
		Knees
		Toe

After making sure that the students get all the words needed, the teacher explain how all of the words are used in constructing descriptive sentence. The labels on top of the words help students in understanding the construction. The labels also help teacher in simplifying the explanation. Therefore, when students are asked to describe something orally, the teacher can correct the students' error by mentioning the label. The teacher as the director, in many moment, said "the size" or "don't forget the color" to the students.On the practice stage, however, students are asked to look at the activity book and listen to the recording individually. The recording is a monologue describing a monster named Trevor. As the students listen to the description, they look at the picture on the activity book. After the recording played once, the teacher role as facilitator plays the second recording. On the second listening part, students are still working on the activity book and are asked to identify Trevor the monster based on the description they heard. After finishing the activity, the lesson is continued to production stage.

On the production stage, students are put in a group consist of two members. The groups are given a blank paper with crayons. With the blank paper and crayon, they should draw and color the monster. During the stage, students in group actively discuss the name, draw the monster, as well as give name to the monster they create. The fifteen minutes of this stage is filled with whisper and laughter as students draw the monster while the teacher silently observes them and answer several questions from the students as they draw. At last, they present the result to their friends by describing the physical features of the monster.

The second observation is held two days after the first observation. The lesson derived from the observation is as follows:

Table 2. Lesson Plan for Lesson 2

Duration	Stage	Activity
30"	Warmer	Playing a game to warm up the class and motivate the students to enjoy the class. The game played is guessing monster they drew on the previous lesson. Students are grouped during the game.
15"	Elicitation	- Reviewing vocabularies about colors and size - Introducing vocabularies about adjective especially feeling (scary, sad, happy, nervous, and excited)
15"	Presentation	Teacher explains the language focus about describing monster feeling.
15"	Practice	Teacher distributes pictures of monster with various names and facial expression. Students are asked to write the description.
15"	Production	Students work in pairs to draw a monster with certain facial expression. Students are then asked to describe other's group monster.

The process of presenting the stages on the lesson is similar with the first observation. The students are found familiar with the stage, shown by their position to be ready to play games on the warmer. Students are also aware of the next stage which is elicitation. Their awareness is shown by rushing up to sit as soon as the teacher said the game is over. Teacher spent five minutes to review what they did on the previous lesson. The way teacher reviews the lesson is unique. Instead of saying "let's review the previous lesson", the teacher shows the monster they made on the previous lesson. The teacher shows the drawing and said "whose monster is it?". From there, the reviewing session is started. Students happily contribute because their sense of belonging. Comparing to the previous lesson, today's lesson is less complicated since it only discusses the adjectives related to the facial expression of the monster. Thus, the next lesson is easily presented since it is still in correlation.

From both observations, the things that should be highlighted are the role of the teacher and the collaborative work. On the matter of teacher's role, it is affected by the stages used in the teaching and learning process while the collaborative work is designed in certain stage to create varied activities during the lesson.

The change role of the teacher during the lesson is found necessary for the dynamic of the class as well as to maintain interactivity of the classroom. Brown (2007) defined role of interactive teachers, they are the role as controller, director, manager, facilitator, and resource. During the warmer stage, teacher's role as manager create a relaxing atmosphere. The students

listen to the instruction and rule made the teacher for the game and continue the rest of the game session by themselves. This role allows the students to enjoy the class without a firm stare or tense situation because of teacher's authority.Meanwhile, teacher's role is changed as controller when entering the elicitation stage. This changed allows the teacher maintain the authority in the classroom after the game stage.

The change of role by the teacher creates such atmosphere that allows the students to explore as well as pay attention to the lesson. As it is stated by Suyanto (2007) that one of the characteristics of young learners is they have short attention span. It means that they cannot engage in the same activity for a long time. Therefore, the stages which divide the activity with certain period of time are considered important. The longest stage is on the warmer where the students play, while other stages spent 15 minutes only.

The English exposure in the classroom is built very carefully the teacher. The fixed stage and language used is emphasized form the beginning of the class. It is commonly known by the students that English is the only language allowed during the teaching and learning process. However, they follow the rule cheerfully because it is covered by fun activities. During the game, students are actively use simple but meaningful language. The students often help each other to express their ideas in oral expression. Students who work in pairs and sit next to each other allow the students to interact intensely with their pair. Jacob et al (2002) highlight the how something as simple as the furniture arrangement can impact the success of group activities. Students can focus on the work as well as enjoy the discussion with their groups. Moreover, the grouping system consist of two people makes the students become more active as it is the purpose of collaborative learning.

Collaborative learning deals with students' involvement in social and mental state. The collaborative learning is the approach used by the teacher when she puts the students in group during the warmer and production stage. In the warmer stage, the students should interact by drawing to express the meaning, focus on their team to get the correct answer under certain time, and actively contribute in the leaning process. During this stage, the learners begin to create their own unique and conceptual framework and not rely solely on an expert's or a text's framework as it stated by (Srinivas, H., 2011). The collaborative work is also shown during the production stage. After being exposed with individual work in listening skill area, the students are supposed to work in pair again to create the monster. During the stage, students are engaged in fun yet meaningful activity. When drawing the monster, they are activating their imaginary world as well as the prior knowledge about shape, size, color, and parts of body.

Teaching is manipulated activities to expand students' ability through certain activities. In order to maximize students' involvement in the activities arranged, the activity should be fun.Asmali (2017) stated that painting, playing games, and writing were learners' favorite in English classroom. Painting as well as drawing involves students' mental activities such as exploring imaginary world, recognizing features and colors, as well collaborative work when it is done together with their peer.

Laal and Laal (2012) stated that collaborative learning suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the

groups' actions. This theory is reflected during the activity of draw the monster. Begin with instruction to make a monster, the students start drawing the monster they want. However, because it is group work, they are supposed to discuss together. The discussion happen during the stage includes the name of the monster, the size of certain part of body, as well as the color. Students realize that they do not have all day to finish the drawing, so they begin to share the authority. One may deal with the body part, and other may deal with the head. Subconsciously, it shows how the students have known their part as well as realized their contribution toward the result. They also respect each other authority since they understand their job well.

Discussion happens not only between the students, but also among the students. During the observation, students actively talk to each other. Simple conversation such as "do you have red crayon", "make the eyes bigger", "hahaha… look at the monster, very big teeth" happen during the whole process of drawing and coloring the monster they created. The conversations happen naturally. There are some grammatical errors occurred during the process, but it is not necessary to correct them since grammar is not the focus. The focus is to create positive attitude toward the learning by involving students in the teaching and learning process. Students' involvement happen naturally in the way they express their contentedness about what they learn, stating significant featured during the group work, and also the chit chat along the lesson.

Collaborative learning is not only important in improving students' skill but also in improving learning efficiency and experience. During the production stage, drawing is not merely a fun activity without purpose. The drawing activity allows the students to rewind their memory about the part of the body. It is shown by the conversations the made with their peer, such as "what color is the head?", "make the head bigger hihihi…", or "this hand is green, this hand is blue, okay". Students draw, review the lesson, and compromise involve both physical and mental activities. They also make decision together. It shows that drawing the monster is efficient in terms of involving conscious and subconscious activities.

The collaborative learning also offers language experience. As it is stated earlier that students talk, decide, and compromise during the drawing stage. The situation is set on the lesson. The drawing part gives context, time limitation, as well as opportunity. Therefore, students are not force to talk about something abstract. The do not talk about some topics decided by the teachers. They talk because they have to. They talk because it is a natural activity to do so to get the drawing done. The conversation about the monster is the indicator that students are able to work collaboratively in a natural situation.

Both lessons, based on the observation, rely on students involvement during the teaching and learning process. Both lessons focus on expanding students' ability in understanding mental concept and collaboration through drawing activities. The simplicity of the proposed activity by involving students' world into the learning activities is found effective to create language context as well as natural environment. Through collaborative work, students are faced to human interaction that requires communication to main the process.Therefore, the activity of drawing the monster is not only offering a fun activity, but also promoting collaborative value among the students.

CONCLUSION

Collaborative learning is well shown during draw the monster activity. The drawing part is not only part of the imaginary work, but it also create collaborative work. The stages on learning which is divided into five stages allows the teacher to create the dynamic of interaction during the lesson where students understand both individual and group work. The collaborative learning which is implemented on the beginning and last stage of the lesson allow the students to exchange ideas, be responsible to their work, and be able to share the authority.

REFERENCES

Aigo, T. 2018. *Interactive language teaching in the intensive English classroom*. Xian International Studies University. Retrieved November 11, 2018 from: http://www.celea.org.cn/pastversion/lw/pdf/tianaiguo.pdf

Asmali, M. 2017. Young Learners' Attitude and Motivation to Learn English. Novitass-ROYAL on Youth and Language, 53-68.

Brown, H.D. 2007. Teaching by Principles. An Interactive Approach to Language Pedagogy. New York: Longman.

Choudhury, S. 2005. Interaction in Second Language Classroom. BRAC University Journal, Vol. II, No. 1, 2005, pp. 77-82. Retrieved November 10, 2018 from https://core.ac.uk/download/pdf/61800650.pdf

Creswell, J.W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches (2nd ed.). Thousand Oaks,. CA: Sage

Jacobs, G. M., Power, M. A., &Loh, W. I. 2002. The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions. Thousand Oaks, CA: Corwin Press.

Ha Le, Janssen, J&Wubbels, T. 2018. Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective student cCollaboration.Cambridge Journal of Education, 48:1, 103-122. DOI: 10.1080/0305764X.2016.1259389. Retrieved 10 Nov 2018, from https://www.tandfonline.com/doi/full/10.1080/0305764X.2016.1259389

Ibrahim, N.A., Yashak, M.S., Mohd, T., Ismail, N., Dhayapari, Zaidi. A., Yasin, S.M.A. 2015. The Importance of Implementing Collaborative Learning in the Englihas as a Second Language (ESL) Classroom in Malaysia.*Procedia Economics and Finance (2015) Vol. 31. Pp. 346-353*. Retrieved November 11, 2018 from https://www.sciencedirect.com/science/article/pii/S2212567115012083

Naheed, F. 2015. Interactive Approach in English Language Learning and Its Impact on Developing Language Skills. The Dialogue (2015) Vo. 10 Issue 1, Pp. 93-101.

Retrieved November 11, 2018 from
http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/10_1/Dialogue_January_
March2015_93-101.pdf

Laal, M and Laal, M.Procedia - Procedia - Social and Behavioral Sciences 31 (2012) 491 –
495

Laal, M and Ghodsi, S.M. 2012. Benefits of Collaborative Learning. Procedia - Social and
Behavioral Sciences 31 (2012) 486 – 490. Retrieved 11 November, 2018 from
https://www.sciencedirect.com/science/article/pii/S1877042811030205

Scarino, A. &Liddicoat, A.J. 2009. Teaching and Learning Languages: A Guide. Carlton
South. Australian Government Department of Education, Employment and
Workplace Relation.

Srinivas, H. (2011 Oct. 21, last updated).What is Collaborative Learning? The Global
Development Research Center, Kobe; Japan . Retrieved 5 Nov 2011, from:
http://www.gdrc.org/kmgmt/c-learn/index.html.

Suyanto, Kasihani K.E. 2007. English for Young Learners. Jakarta: BumiAksara

Xhemajli, A. 2016. The Role of the Teacher in Interactive Teaching. International Journal of
Cognitive Research in Science, Engineering and Education (IJCRSEE), 4(1), 31–38.
http://doi.org/10.5937/IJCRSEE1601031X. Retrieved 10 Nov 2018, from
https://www.researchgate.net/publication/304452803_The_role_of_the_teacher_in_i
nteractive_teaching