AN ANALYSIS OF ENGLISH CLASSROOM INTERACTION PATTERN AT ELEVETH GRADE OF SMKN 4 KERINCI BASED ON EL HANAFI THEORY

Mike Nurmalia Sari [(1)], Pretty Elisa Ayu Ningsih [(2)] Arema Novita [(3)]
[1,2,3]Pendidikan Bahasa Inggris, STKIP Muhammadiyah Sungai Penuh, Sungai Penuh.
e-mail: mikenurmalia@gmail.com, prettyelisaayuningsih@gmail.com, aremanofita@gmail.com

ABSTRACT

*Mike Nurmalia Sari[1], Pretty Elisa Ayu Ningsih[2], Arema Nofita[3]. 2022. **An Analysis of English Classroom Interaction Pattern at Eleveth Grade of SMKN 4 Kerinci Based on El Hanafi Theory.** STKIP Muhammadiyah Sungai Penuh.*

The objective of this study was to examine the patterns of classroom interaction in English classes at Eleventh grade of SMKN 4 Kerinci. This study utilized a descriptive research design and involved four English teachers teaching grade XI, specifically the Teknik Bisnis Sepeda Motor class, Bisnis Daring Dan Pemasaran class, Otomatisasi Tata Kelola Perkantoran class, and Multimedia class. El Hanafi's theory was employed to observe the interaction patterns, which were categorized as follows: (1) one-way traffic interaction between teachers and students, (2) two-way traffic interaction between teachers and students, (3) multi-way traffic interaction between teachers and students, and (4) student-student interaction. Each teacher's teaching and learning process was recorded once using audio recording and field notes. The data analysis revealed that the most prevalent interaction pattern in classroom discourse was the two-way traffic interaction between teachers and students (64%), followed by the one-way traffic interaction (34%), while the multi-way interaction pattern accounted for 2%. No instances of student-student interaction patterns were observed in the four English classes. This suggests that teachers primarily relied on questioning students with limited interaction during the discussions. Students' responses were not deemed crucial for engaging them in the learning materials and the teaching process within the classroom. Consequently, the predominant interaction pattern was the two-way traffic interaction between teachers and students. It is crucial for teachers to recognize the significance of classroom interaction characteristics and enhance their teaching skills and methods to effectively deliver instructional materials.

Mike Nurmalia Sari1, Pretty Elisa Ayu Ningsih2, Arema Nofita3. 2022. Analisis Pola Interaksi Kelas Bahasa Inggris pada kelas 7 di SMKN 4 Kerinci berdasarkan teori El Hanafi. STKIP Muhammadiyah Sungai Penuh.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pola interaksi kelas dalam kelas Bahasa Inggris di kelas XI SMKN 4 Kerinci. Penelitian ini menggunakan desain penelitian deskriptif dan melibatkan empat guru bahasa Inggris yang mengajar kelas XI, khususnya kelas Teknik Bisnis Sepeda Motor, kelas Bisnis Daring dan Pemasaran, kelas Otomatisasi Tata Kelola Perkantoran, dan kelas Multimedia. Teori El Hanafi digunakan untuk mengamati pola interaksi, yang dikategorikan sebagai berikut: (1) interaksi satu arah antara guru dan siswa, (2) interaksi dua arah antara guru dan siswa, (3) interaksi banyak arah antara guru dan siswa, dan (4) interaksi siswa-siswa. Setiap proses belajar mengajar guru direkam satu kali dengan menggunakan rekaman audio dan catatan lapangan. Analisis data menunjukkan bahwa pola interaksi yang paling banyak terjadi dalam wacana kelas adalah interaksi dua arah antara guru dan siswa (64%), diikuti oleh interaksi satu arah (34%), sedangkan pola interaksi banyak arah hanya 2%. Tidak ada contoh pola interaksi siswa-siswa yang teramati di empat kelas bahasa Inggris. Hal ini menunjukkan bahwa guru lebih banyak mengandalkan pertanyaan kepada siswa dengan interaksi yang terbatas selama diskusi. Tanggapan siswa tidak dianggap penting untuk melibatkan mereka dalam materi pembelajaran dan proses pengajaran di dalam kelas. Akibatnya, pola interaksi yang dominan adalah interaksi dua arah antara guru dan siswa. Sangat penting bagi guru untuk mengenali pentingnya karakteristik interaksi di dalam kelas dan meningkatkan keterampilan dan metode pengajaran mereka untuk menyampaikan materi pembelajaran secara efektif.

Kata kunci: Pola Interaksi Kelas, El Hanafi, Kelas Bahasa Inggris

INTRODUCTION

Classroom engagement is critical to the teaching and learning process.. It involves reciprocal actions between two or more individuals, either through verbal or nonverbal means. In the context of English learning, active participation through interaction with teachers and peers is vital for effective learning. Various models, strategies, and interactions are employed at different levels of English instruction. It is important to observe class interactions to identify and address any teaching issues, such as teaching strategies, materials, medias, and classroom management.

Learning a language in the classroom heavily relies on the interaction among teachers and learners, as it provides learners with exposure to a linguistic environment. As a result, interaction in the classroom is an essential component of educational activities. Active student participation in the learning process is crucial for effective English acquisition, and interaction serves as the foundation for such participation.

Preliminary research conducted at SMKN 4 Kerinci from August 2nd to 6th, 2022, revealed passive student engagement during the teaching and learning process. This passivity negatively impacted students' mastery of the learning material and indicated issues within the teaching and learning activities. The teaching strategies employed by teachers may not have been suitable for the students' needs and the subject matter. When asked about the challenges faced in teaching English, the teachers unanimously expressed difficulty in teaching speaking skills due to students' lack of

active participation and their reluctance to speak, resulting in passive classroom interactions.

Given the observed patterns of classroom interaction at SMKN 4 Kerinci, the researcher became interested in conducting a deeper study. Establishing effective teacher-student interactions in the English classroom is crucial to foster positive and multi-way traffic interactions, ensuring successful delivery of materials to the students. Furthermore, when teachers perceive issues with their teaching, they should identify the true source of these problems and work towards resolving them.

El Hanafi (2013:6) highlights the importance of investigating classroom interaction, as it aids in developing effective teacher training, evaluating teaching performance, Understanding the relationship between teaching and learning, as well as increasing teachers' self-awareness in order to improve their teaching practice. These research fields provide further evidence of why examining classroom interaction patterns is crucial, as they reveal solutions to a variety of issues that may arise for teachers and students during lessons.

El-Hanafi (2013) categorizes classroom interaction patterns into four categories: T-SS (teacher-students), SS-SS (students-students), S-T (student-teacher), and S-S (student-student). The T-SS pattern normally involves teacher delivering lectures and dominating the teaching and learning interaction. The SS-SS pattern occurs during group work, allowing students to freely interact with one another and learn from their peers, while fostering healthy competition. The S-T pattern refers to interactions initiated by students, while the S-S pattern involves interactions between two students within the lesson.

Classroom interaction refers to the actions that both teachers and students engage in throughout a lesson in which they engage with each other in regard to the subject delivered by the teacher. Interaction, according to Brown (2001:165), is at the heart of communication since it revolves around it. Dagarin (2004:128) also supports the idea that classroom contact is a two-way street between individuals involved in the learning process, with the instructor influencing the pupils and vice versa. Hence, it is sure that interactions during classroom sessions are fundamental since they involve both teachers and students engaging with learning materials and communicating with each other during English lessons.

Additionally, Kharaghani (2013:859) asserts that classroom interaction represents a type of institutional discourse characterized by locally managed and cooperatively constructed speech exchanges. This indicates that classroom activities involve interactions between teachers and learners, as well as among the students themselves, where various aspects of classroom phenomena are produced and observed simultaneously. Classroom interaction entails the active engagement of teachers and students through verbal communication in teaching activities.

In the classroom, teachers can help students improve their interactive skills, while students themselves can use a variety of strategies for successful classroom communication. Dagarin (2004:128) identifies two meanings of effective interaction in the classroom: a friendly teacher-student relationship creates a fun atmosphere and it helps students improve their English skills.

Classroom interactions can either proceed positively or be accompanied by tension, with every instance of interaction having the potential to lead to collaboration or conflict, as noted by Lee and Low (2015:32). The unfolding of classroom situations is highly dependent on the attitudes, intentions and interpretations of the parties involved,

including both teachers and students. Effective learning and communication are achieved through cooperation between both parties.

During interactions, communication between teachers and students usually serves a purpose. Khaled and Rasyid (2014:15) argue that individuals have reasons for transmitting messages to others. They identify various purposes of conversation, such as establishing and maintaining social relationships, negotiating status and social roles, and facilitating joint action. The same principle applies to classroom interactions where students gather in classrooms for learning purposes. There are other reasons for communication within the classroom, such as discussing student interests or borrowing materials. Teachers must establish the purposes of communication that students are allowed to engage in order to achieve learning goals effectively.

Furthermore, Daggerlin (2004:129) primarily describes how dialogue is achieved through two resources. Language and non-verbal means of expression. Not only in the classroom, but also in other social situations, nonverbal resources play as important a role as language. What sets the classroom apart from other social settings is its primary pedagogic purpose. Teachers dedicate considerable time to lecturing, asking questions, giving instructions, and engaging in various forms of communication. Language is not the only tool used for these purposes; teachers also rely heavily on gestures and mime to enhance their communication.

In summary, classroom interaction refers to activities that both teachers and students engage in while interacting with each other to achieve teaching and learning goals. It encompasses the reciprocal impact that the teacher and students have on each other through their words and actions in the classroom.

Four types of interaction patterns were identified by El-hanafi (2013): T-SS (Teacher-Student) pattern, SS-SS (Student-Student) pattern, S-T (Student-Teacher) pattern, and S-S (Student-Student) pattern.

In the T-SS pattern, the teacher lectures and has a large impact on the teaching-learning interaction. The SS-SS pattern occurs during group work, allowing students to freely interact and benefit from their peers, fostering healthy competition among them. The S-T pattern refers to interactions initiated by students, while the S-S pattern involves interactions between two students within the lesson.

The purpose of this study was to investigate patterns of class interaction in SMKN 4 Kerinci grade 11 English classes.

RESEARCH METHOD

This is descriptive research since the researchers looked for the classroom interaction pattern in English classroom. This design described and interpreted the condition as the way it is found without searching for variable correlation, testing for a hypothesis, or giving the prediction (Soejono, 1999:60). This research investigated words, phrases, and sentences created by both teacher and students during the teaching activities.

In order to reveal the classroom interaction pattern at eleventh grade SMKN 4 Kerinci, The source of the data is the classroom interactions that teachers and students have during classroom lessons. There are 4 English classrooms that are subject to this time. The classes are XI Technique until Engine Separation, XI Bisnis Daring dan Pemasarang, XI Otomachisashi Tata Kerora Percantran, XI Multimedia. The topic of the lesson is determined by the teacher, as the researcher is only interested in how interactions take place in the classroom. There are two instruments that were used to collect data for this research, they are as the following:

1. Audio recorder,

The classroom discourse from all classroom activities of the chosen classes will be recorded by using smartphone to record all activities of teaching activities, starting from the teacher begins the lesson, until the teacher makes conclusion of the lesson and dismisses the meeting. After that, the audio data was made into transcription of classroom interaction of teaching and learning process.

2. Field note

Since non-verbal communication could not be recorded, the field note was taken to support the data. The gesture, body language, or the voice of the students who are far from the audio recorder will be noted down while the interaction happened in the classroom. Also, the field note was used to help the researcher to write the transcription of the interaction. The field note was in the form of time identification, a description of what happen.

Data collection for this research involves several steps, including:
1. Identifying the participants.
2. Determining the appropriate method of data collection.
3. Creating data collection forms.
4. Ensuring the ethical administration of the data collection process (Creswell, 2012:204).

To gather the necessary data on interaction characteristics, audio recordings will be utilized. The researcher will visit each teacher and classroom participating in the study and record the entire 90-minute English teaching activities. The audio recorder will be placed on the front-middle table of the classroom to capture the entirety of the spoken communication.

The researchers will act as complete observers during the teaching and learning process. They will carefully observe and take notes on the activities occurring in the classroom to aid in the analysis of the audio recording data.

After collecting all of the necessary data, the subsequent task is to analyze it using El Hanafi's method, which includes the following steps: The first step involves transcribing the audio recorder by listening to each class recording and creating a written document. The linguistic interactions are then coded according to specific criteria that are categorized into one-way interactions, two-way traffic interaction patterns, multi-way traffic interactions, and student-to-student interactions. The third step counts the number of verbal interactions.

RESULT AND DISCUSSION

This research collected data by recording the interactions of four English teachers from SMKN 4 Kerinci, each representing a different class they teach. Each teacher's classroom interaction was observed during a single session, which lasted for 2 hours (90 minutes). The interactions were then transcribed and analyzed using descriptive codes.

Upon completing the transcription, verbal interaction coding, and categorization of interaction patterns, the data indicated that SMKN 4 Kerinci's primary interaction pattern was teacher-student interaction with oncoming vehicles, which accounted for 64% of all interactions. On the other hand, teacher-student one-way interactions accounted for 34.01% of his, multi-way interactions accounted for 2.04% of him, and no student-student interactions were detected. Considering these findings, we believe that teacher-student interaction in oncoming traffic is the dominant interaction pattern in SMKN 4 Kerinci English classes.

The research data highlights that the dominant interaction pattern during teaching process in Teacher A's classroom was T-S interaction with two-way traffic, which occurred 25

times. one-way traffic interaction happened 16 times, while multi-way traffic interaction was observed twice. Unfortunately, there was no evidence of student-student interaction throughout the meetings. This suggests that the most prominent interaction pattern was one where the teacher posed questions, and the students answered without any further interaction on the same topic.

The teaching and learning interactions in teacher A's class were distributed as follows: 37% for one-way teacher-student interactions, 5% for multi-way interactions, and 0% for student-student interactions. Teacher B's research data revealed that the most frequently interaction pattern during teaching process was one-way T-S interaction, with 22 occurrences, followed by two-way interaction with 15 occurrences, and no multi-way or student-student interactions. The same class had a distribution of 41% for one-way teacher-student interactions, 0% for multi-way interactions, and 0% for student-student interaction. Teacher C's research data showed that two-way teacher-student interaction was dominant, with 26 occurrences, followed by one-way interaction with 3 occurrences, and one multi-way interaction. No student-student interactions were observed. Teacher C's class had a distribution of 10% for one-way teacher-student interactions, 3% for multi-way interactions, and 0% for student-student interactions.

The research data for teacher D's class was analyzed and it was found that during the teaching and learning meetings, there were 28 instances of teacher-student interaction with two-way traffic and 9 instances of one-way traffic interaction. There was no multi-way traffic interaction or student-student interaction observed. This suggests that the primary pattern was teacher-student interaction with two-way traffic, where the teacher asked questions and the students

answered without further interaction on the same topic.

In teacher D's class, the distribution of interactions during the teaching and learning process was as follows: 10% for one-way traffic teacher-student interaction, 3% for multi-way traffic interaction, and 0% for student-student interaction.

For the four English teachers, the frequency of interaction pattern categories was calculated. It was found that the one-way traffic teacher-student interaction pattern occurred 50 times, the two-way traffic teacher-student interaction pattern occurred 94 times, and multi-way traffic interaction occurred 3 times. No student-student interaction pattern was observed.

The overall distribution of interaction patterns for the four English teachers was as follows: one-way traffic teacher-student interaction accounted for 34%, two-way traffic teacher-student interaction accounted for 64%, and multi-way traffic interaction accounted for 2%. No student-student interaction pattern was observed. Therefore, it can be sum up that the most frequent interaction pattern in English classes at SMKN 4 Kerinci was the two-way traffic teacher-student interaction pattern. This occurred because teachers primarily explained the materials through lecturing and asking questions with limited involvement of the students in interactive exchanges. The teachers also did not encourage student discussions or group work to promote verbal interaction among the students.

Based on the results obtained from the teaching session, it can be summarized that the dominant interaction pattern in English lessons was the teacher-student interaction pattern with oncoming vehicles. This suggests that teachers did not actively engage in meaningful interactions with their students and focused on teaching through lectures and questions. On the other hand, if there were interactions, they

were only a small part of the student's contribution.

In addition, we observed that the materials and skills that teachers teach influence interaction patterns within the classroom. For instance, in the case of teacher A, the lesson revolved around a dialogue about taking notes from a telephone conversation. Considering the materials and skills taught by teacher A, it suggests that she predominantly lectured the students to explain the content of the lesson, with limited emphasis on student responses or engagement with the materials. Consequently, the interaction pattern that predominantly emerged was T-S interaction with two-way traffic.

In the case of teacher B, who gave a lesson on the theme of "description," the dialogue pattern was mainly characterized by one-way dialogue between the teacher and the students. This indicated that teacher B deemed lecturing as an appropriate method for delivering the lesson materials. The teacher believed that conveying the information through lecturing was effective for teaching the students. As a result, the T-S interaction with the two-way traffic pattern was the most prevalent in teacher B's class.

For teacher C, the lesson focused on the adjective word class. The teaching and learning process primarily involved repeating the pronunciation of adjective words to the students. Additionally, the teacher assigned textbook exercises and engaged in asking and answering sessions. The majority of teaching and learning time was dedicated to word repetition and the interactive exchanges.

Hence, in the class where teacher C taught, the dominant interaction pattern consisted of teacher-student interaction with two-way communication. This indicates that the teacher predominantly employed lecturing to explain the lesson materials and actively encouraged student participation through asking and answering questions. Students' responses were regarded as important for their engagement with the materials and the overall teaching session.

As for teacher D, the lesson centered around the unit of count for food in the context of speaking skills. The most frequently observed interaction pattern was teacher-student interaction with two-way communication. This suggests that the teacher primarily relied on lecturing to explain the lesson materials and facilitated interactive exchanges through asking and answering questions. Students' responses were considered important for their involvement in the materials and the teaching activities.

Indeed, the previous explanation clearly illustrates that the classroom activities predominantly revolved around the teacher. This implies that students had limited opportunities to initiate questions, provide comments on the teacher's explanations, or contribute additional information to the lesson during the teaching and learning process. The teacher's dominance is considered typical and acceptable in Indonesia, where it is believed that teachers should impart knowledge on the teaching materials, and students are expected to accept their explanations. Indonesian understudies are by and large detached in nature, making it challenging for them to proactively inquire questions or address the fabric without being provoked by the educator.

The data unequivocally demonstrates that the materials and skills taught by the teachers have a significant impact on the classroom interaction patterns and characteristics. This finding aligns with Tri Agung's (2014) research titled "Classroom interaction patterns: A team teaching model in an EFL Classroom," which investigated interaction patterns in a team-teaching model in an Islamic elementary school in Bandung, West Java. Tri Agung's

study revealed that the patterns of classroom interactions vary depending on the teachers' beliefs about the classroom itself. The teacher's approach to presenting the materials influences the interaction patterns, resulting in different dynamics and dominant roles of both teachers and students in teaching session.

Furthermore, the teacher-student interaction pattern with one-way traffic interaction suggests that the teacher encounters difficulties in engaging students to actively give contribution in the given materials. Whether it is asking questions, giving comments or ideas, or any else. This can be attributed to various factors, such as a lack of interactive teaching resources, which makes it challenging for the teacher to involve students, the teacher's limited comprehension of the topic being delivered, or a scarcity of interactive classroom activities that the teacher can implement.

A consistent and similar thing appeared in this study of assertions made by Wajnryb (1992), who argues that two-way traffic interaction is not very effective in facilitating teaching and learning activities. In this pattern, the teacher primarily focuses on explaining the learning materials without initiating any engagement with the students, such as asking questions or providing specific directions or commands. Wajnryb further contends that this pattern makes it challenging for teachers to manage the class effectively due to the limited response from students. Additionally, when teachers lack materials or teaching resources, the teaching and learning process may not be optimal as they struggle to find further points to discuss.

However, Rashidi and Rafieerad's study (2010) produced differing results that defy the conclusions of current research. Although Iranian EFL classrooms exhibited a significant amount of teacher dominance, student-led exchanges with teachers occurred, and the students occasionally pursued their teachers' responses to their inquiries. Conversely, when observing teaching and learning activities at SMKN 4 Kerinci, a considerable difference in the amount of communication between teachers and students was noted. Only a small number of pupils-initiated classroom interactions, which contradicts Rashidi and Rafieerad's findings. Another think about that underpins the display inquire about was conducted by Tri Agung (2014) in Bandung, West Java. Interactions between instructors and understudies were characterized by customary two-way communication, as the educator spread data around the subject without effectively including the understudies within the learning handle.

CONCLUSION AND SUGGESTION

According to data analysis and study results, it is evident that teacher-student interaction characterized by two-way communication (64%) was the most observed pattern in English classes at SMKN 4 Kerinci. This suggests that teachers played a dominant role during the learning process, with limited student involvement. Based on this, teachers should consider strategies to improve classroom interaction and teaching approaches.

To achieve this, teachers can incorporate interactive activities such as group discussions that promote cooperative learning and enhance student participation. Additionally, providing reinforcements such as positive feedback and rewards to encourage desirable behaviour can be helpful in motivating participation in class. Finally, creating a positive classroom environment, altering teaching styles, and implementing an effective classroom discipline system can foster student enjoyment and engagement in teaching and learning activities.

In conclusion, this study represents a preliminary investigation into the interaction patterns in English classes, and future research can build on these findings to enhance the effectiveness of classroom interaction and explore further characteristics of interaction in English classes.

.

REFERENCES
A. Zahed, Babelan and M. Moeni, Kia. 2010. *Study of Teacher-Students Interaction in Teaching Process and its Relation with Students' Achievement in Primary Schools.* Retrieved from http://www.medwelljournals.com/archivedetails.php?jid=1818-5800&issueno=23 on May 2, 2023

Agung, Tri. 2014. *Classroom interaction patterns, team teaching model in an EFL Classroom.* Retrieved from http://repository.upi.edu/8550/3/t_ing_0602381_chapter1.pdf on May 10, 2023

Agustine, Sherli. 2012. *Teaching Writing Hortatory Exposition Through, Outlining At The Eleventh Grade Of SMAN 3 Banjarmasin* (Banjarmasin: Lambung Mangkurat University.

Al-Garawi, Buthayna. 2008. A Review of Two Approaches to L2 Classroom Interaction. Retrieved from http://www.ub.uit.no/garawi/approaches-to-l2-classroom-interaction.pdf on April 15, 2023

Al-Garawi, Buthayna. 2008. *A Review of Two Approaches to L2 Classroom Interaction.* Retrieved from http://www.ub.uit.no/garawi/approaches-to-l2-classroom-interaction.pdf on October 15, 2022

Brown, D H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Pearson Education – Longman, P.165

Dagarin, Mateja. 2004. Classroom interaction and communication strategies in learning English as a foreign language. *English Language Overseas Perspectives and Enquiries (ELOPE): Studies in the English language and literature in Slovenia. Journal volume I/1-2: ISSN 1581-8918.* Retrieved from http://www.adas.edus.si/Elope/PDF/ElopeVol1Dagarin.pdf on Mary 12, 2023, P.45

Dagarin, Mateja. 2004. Classroom interaction and communication strategies in learning English as a foreign language. *English Language Overseas Perspectives and Enquiries (ELOPE): Studies in the English language and literature in Slovenia. Journal volume I/1-2: ISSN 1581-8918.* Retrieved from http://www.adas.edus.si/Elope/PDF/ElopeVol1Dagarin.pdf on May 12, 2023

Dornyei, Zoltan. 2007. *Research Methods in Applied Linguistics: Quantitative,*

Qualitative and Mixed Methodologies. Oxford: Oxford University press, P. 178

El-Hanafi, Mourad. 2013. *Pattern of interaction in Moroccan Middle School classroom*: Study Morocco World News Oujda, Morocco.

Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press, P. 78

Gay, Lorraine R. et al, 2009. *Educational Research; Competencies for Analysis and Applications.* New Jersey: Pearson education, Inc. P. 124

Khaled, Md and Rashid, Abdur Md. 2014. Classroom Interaction: Tension between Belief and Practice; a Case study of a University Teacher. *Global Journal of Human-Social Science, Volume XIV issue III version I, 2014*. Retrieved from http://socialscienceresearch.org/index.php/GJHSS/article/download/1157/1099 on October 15, 2022

Kharaghani, Naeemah. 2013. *Patterns of interaction in EFL classrooms.* A paper presented in The Global Summit on Education 2013, e-ISBN: 978-967-11768-0-1. Retrieved from http://www.worldconferences.net on Mai 2, 2023, P.859

Lee, Frances MF and Low, Guat Tin. 2007. *Patterns of Classroom Interaction.* Retrieved from http://www.repository.nie.edu.sg/bitstream/10497/2412/1/TL-5-1-32.pdf on April 12, 2023

Nurmasitah, Sita. 2010. *A Study of Classroom Interaction Characteristics in a*

Geography Class Conducted in English: The Case at Year X of an Immersion Class in SMAN.2 Semarang. Published Thesis. Universitas Diponegoro, Semarang, Central Java. Retrieved from Http://www.core.ac.uk/download/pdf/11722762.pdf on May 10, 2023.

Rashidi and Rafieerad. 2010. Analyzing Patterns of Classroom Interaction in EFL Classrooms in Iran. *The Journal of Asia TEFL Vol. 7, No. 3, pp. 93-120, Autumn 2010.* Retrieved from http://www.asiatefl.org/main/download_pdf.php?i=161 HYPERLINK "http://www.asiatefl.org/main/download_pdf.php?i=161&c=1419304107"& HYPERLINK "http://www.asiatefl.org/main/download_pdf.php?i=161&c=1419304107"c=1419304107 on May 14, 2023

Rashidi and Rafieerad. 2010. Analyzing Patterns of Classroom Interaction in EFL Classrooms in Iran. *The Journal of Asia TEFL Vol. 7, No. 3, pp. 93-120, Autumn 2010.* Retrieved from http://www.asiatefl.org/main/download_pdf.php?i=161 HYPERLINK "http://www.asiatefl.org/main/download_pdf.php?i=161&c=1419304107"& HYPERLINK "http://www.asiatefl.org/main/download_pdf.php?i=161&c=1419304107"c=1419304107 on May 14, 2023

Sampath K., Panneerselvam A. and Santhanam S. 2007. *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited,

Sari, M. N. (2018). CLASSROOM INTERACTION PATTERNS AND TEACHERS-STUDENTS

PERCEPTIONS ON ENGLISH CLASSES AT SMAN 2 BUKITTINGGI WEST SUMATRA. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, *19*(2), 149-158.

Skinner, Burrhusm Frederic. 1993. *The Nature of Interaction Analysis.* Retrieved from https://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/45699/StreitbergerHorstE1970.pdf?sequence=1 on October 16, 2022

Soejono and Abdurrahman. 1999. *Metode Penelitian: Suatu Pemikiran dan Penerapan.*Jakarta: Rineka Cipta, P. 60.

Sulistiyo, Urip. 2016. English Language Teaching and EFL Teacher Competence in Indonesia, Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), Volume 6 (1), p (396-406)

Tuan, Luu Trong and Nhu, Nguyen. 2010. Theoretical Review on Oral Interaction in EFL Classroom. Journal of Studies in Literature and language, Vol. 1, No. 4, 2010, pp. 29-48, ISSN 1923-1563. Retrieved from http://www.cscanada.net/index.php/sll/article/download/j.sll.1923156320100104.004/1434 on April 20, 2023