

**CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A
NATURALISTIC STUDY AT SPEAKING CLASS IN SMP N 2 MOJOLABAN**



**Submitted as a Partial Fulfillment of the Requirements For Getting Bachelor
Degree of Education In English Department School of Teacher Training and
Education**

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PUBLICATION ARTICLE

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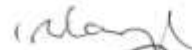
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I hereby assert that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree. As far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this research paper and mentioned in bibliography.

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Surakarta, 2 February 2018

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Abstract

This research is aimed to describe classroom interaction in English speaking class at SMP Negeri 2 Mojolaban. The type of this research is descriptive qualitative research especially naturalistic study. The result of the research presented that there are some types of classroom interaction used by the English teachers in speaking class such as; (1) Teacher-student interaction, (2) Teacher-students interaction, (3) Student-teacher interaction, and (4) Student-student interaction. There are some classrooms interactions in English speaking class and it is has role such as; (1) Increasing students language store, (2) Developing communication skill, (3) Building confidence, and (4) Strengthening social relationship. The teacher has roles such as; (1) Facilitator, (2) Manager, (3) Motivator, and (4) Explainer. The students have some roles such as; (1) Student as subject learning, (2) The learner is a member of a group and learns by interacting with others, and (3) The learner is monitor of his or her own progress. The researcher concluded that English teachers in SMP N 2 Mojolaban used some types of classroom interaction to develop student English speaking skill. Some types of classroom interaction can help the student to increase their English skill especially can develop their communication skill and also can build their confidence to interact with others.

Key words: Classroom interaction in speaking class, teacher's role, student's role

Abstrak

Penelitian ini ditujukan untuk mendeskripsikan interaksi kelas di kelas speaking di SMP Negeri 2 Mojolaban. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Hasil dari penelitian ini menunjukkan ada beberapa tipe dari interaksi kelas di kelas Bahasa Inggris yang digunakan oleh guru Bahasa Inggris seperti; (1) Inetraksi guru dengan siswa, (2) Interaksi guru dengan siswa-siswa, (3) Interaksi siswa dengan guru, dan (4) Interaksi siswa dengan siswa. Ada beberapa tipe interaksi kelas dan perannya masing-masing seperti; (1) Meningkatkan kosakata siswa, (2) Mengembangkan kemampuan berkomunikasi, (3) Membangun kepercayaan diri, dan (4) Memperkuat hubungan social. Guru mempunyai peran sebagai; (1) Fasilitator, (2) Pengontrol, (3) Motivator, dan (4) Penjelas. Siswa mempunyai beberapa peran seperti; (1) Subyek pembelajaran, (2) Seorang anggota grup dan belajar dengan berinteraksi, dan (3) Sebagai monitor dari kemajuan pembelajarannya sendiri. Peneliti menyimpulkan bahwa guru Bahasa Inggris di SMP Negeri 2 Mojolaban menggunakan beberapa tipe

interaksi kelas untuk mengembangkan kemampuan berbicara siswa dalam Bahasa Inggris. Beberapa tipe interaksi kelas tersebut dapat membantu mereka meningkatkan kemampuan Bahasa Inggris mereka terutama untuk mengembangkan kemampuan berkomunikasi dan juga dapat membangun kepercayaan diri mereka untuk berinteraksi dengan orang lain.

Kata kunci: Interaksi kelas di kelas berbicara, peran guru, peran siswa

1. INTRODUCTION

Classroom, as a place of teaching-learning interaction, is a small miniature of wide society filled in with so many elements. In the context of language education, classroom is also often called as an artificial environment for teaching, learning, and using a foreign language. However, we should not forget that the classroom is also a real social context in its own right, where its elements (learners and teacher) enter into equally real social relationships with each other. In the classroom, as we find in the real society, the elements are not able to stand by themselves; or in other words, they always need some help to interact each other.

The teaching-learning process is a set of interaction between teacher and students. The value and quality of interaction in the teaching learning process establish a learning achievement. Generally, people believe that teaching is an organized combination of materials, students, objectives, and the interaction between students and teacher.

According to Tsui (1995:6), the teacher and students constantly interact each other and make a cooperative effort among them. Each participant has much to contribute as every other participant in determines the direction and outcome of the interaction. Rivers (1991: 160 -162) stated that student can increase their language ability through listening or read authentic material.

Nowadays, interaction in the classroom is very important especially in in the language teaching and learning. How a lesson progresses, whether it successful or not mostly depends on the interaction in process of teaching and learning. The writer found the phenomena in speaking class at SMP N 2 Mojolaban that there are three type of interaction occurring in the classroom, and every interaction in the classroom

has their own activity. It is important to examine because, there is a correlation between classroom interaction and students' speaking skill. By giving students opportunity to speak up in the classroom, it makes students enhance their speaking skill.

There are some previous studies related about classroom interaction in speaking class at SMP Negeri 2 Mojolaban. Shomoossi studies (2004) found that it would be dangerous to generalize that referential questions are more useful for language learning or display ones are useless. Each context requires an appropriate strategy for itself. Allwright and Bailey (1990) maintain that it is a dangerous oversimplification to suggest that verbal interaction in the classroom is just a case of "the more, the merrier". They add that "there may be times when teacher's desire to get students to interact verbally can be counterproductive. Rather, it is important for teachers to adjust their teaching style to learners' strategies".

Snell studies (2012) found that the students needed to be prompted with eye contact and a repeated question from the teacher to answer a question, and when they did not understand something, they still did not interrupt the teacher with a question. And yet some progress was definitely made, especially when the brief span between observations is considered. The students did interact with the teacher by nodding, some did answer the instructor's questions, and two, on their own initiation, even asked questions before the class. The unanticipated side effect of the teacher becoming more concerned with the interaction was a welcome surprise and contributed to the improvement. There seems to have been some success in instructing and reminding and then expecting the students to become more interactive with the teacher.

Farahian and Rezaee study (2012) found that this may need teachers' experience as well as their awareness of different techniques in order to employ both display and referential questions in the appropriate context. Jing and Hong study (2013) showed that that TTT dominates EFL classrooms, taking up 60% of the time and there is not much teacher-students interaction and students-students interaction is found to be even less. The research findings further reveal that teacher talk does not facilitate interaction: The types of questions that teacher ask do not lead to more or extended

student responses and the kind of feedbacks that teachers give do not help create an interactive environment. The researcher also found that there is not much negotiation of meaning initiated by the teacher and much less negotiation of meaning initiated by the students. The researcher speculated that teaching materials, students' language proficiency, class size, teaching style, and learning beliefs may explain the lack of quality interaction in EFL classrooms.

Nisa studies (2014) found that all categories both in teacher talk and student talk as mentioned in FLINT system (Moskowitz, 1971 as cited in Brown, 2001: 170) had been applied by the subjects. The category of "gives information" was mostly used by the teacher and "student specific response" category was most dominant spoken by students. In addition, all types of classroom interaction based on Malamah-Thomas's (1987, cited in Mingzhi, 2005: 59) framework has been applied with "student speaking to the whole class" was mostly applied in the EFL speaking class.

Rahman studies (2014) found that through interaction that means through repetition and recast learners A & B learnt English and noticed their errors. Recast helped them know correct English and repetition helped them both learning speaking and noticing errors. Azadi, Aliakbari, and Azizifar Study (2015) found that there was a positive and significant relationship between the variables of classroom interaction with speaking skills. That is to say, by reinforcing classroom interaction, speaking skills will be improved as well. The results of the study showed that there was no difference between male and female learners in improving their speaking proficiency. Most of the previous studies above not explain about classroom interaction in speaking class, teacher's role, and student's role. So, the researcher is interested in conducting a research of classroom interaction in English speaking class: a naturalistic study at SMP Negeri 2 Mojolaban.

In this study, the writer uses several theories related with the previous study in order to support the data of research. There are some theories to support her research such the notion of classroom interaction, speaking skill, teacher's role, and student's role.

There are some objectives of the study they are: (1) To describe the types of classroom interaction in speaking class, (2) To describe the role of classroom interaction in speaking class, (3) To describe the teacher's role in classroom interaction in speaking class (4) To describe the students' role in classroom interaction in speaking class.

2. RESEARCH METHOD

In this research, the researcher uses descriptive qualitative especially naturalistic research. According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interest, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluator).

The subject of this study is English teacher and student of SMP Negeri 2 Mojolaban. The researcher gets the data from some sources, such as events, informants, and documents. And the researcher selects observation, interview, and documentation as the method of collecting data in her study. There are some techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. FINDINGS AND DISCUSSION

There are four research problems: (1) The types of classroom interaction in speaking class, (2) The roles of classroom interaction in speaking class, (3) The teacher's roles of classroom interaction in speaking class, and (4) The student's roles of classroom interaction in speaking class.

3.1 Types of Interaction in Speaking Class

Based on observations that have been conducted in SMP N 2 Mojolaban, the writer found some types of classroom interaction in speaking, they are: (1) Teacher – student interaction, (2) Teacher- students interaction, (3) Student –teacher interaction, and (4) Student-student interaction.

3.1.1 Teacher – Student Interaction

Teacher student interaction happens between the teacher and a student, the teacher is the important role in this interaction. She conveys her student in learning process, gave some questions, gave information's, lecturers, and gave instructions, gave student talk responses. Futhermore, the students will get the benefit if students can follow the experience of their teacher in order to interact with easy and effective. During teacher-student interaction, the teacher gave the question and answer session to test the student how they speak in English because this is an effective way to interact in the process of teaching and learning process. This interaction is aim to develop student's communication skills in English.

Teacher : Do you have pet at home?

Student : Yes

(Observation on 12 August 2017)

From the observation above, during teacher-student interaction, the teacher gave the question and answer session to test the student how they speak in English because this is an effective way to interact in the process of teaching and learning process. This interaction is aim to develop student's communication skills in English.

3.1.2 Teacher – Students Interaction

Teacher students' interaction happen when teacher interacts with their students in class to deliver and explain the material. It is aimed to make they more understand. So, the goals of learning can be achieved. The researcher found that teacher interacts with the students in Mrs. P's class. When she taught about "pet", she asked to the students to read the text together with her. This interaction is to make the students more confidence in speaking English.

Teacher : lanjut kalimat berikutnya. Semuanya kita baca bersama-sama.

Spot does not like rice.

Students : Spot does not like rice.

(Observation on 12 August 2017)

The researcher found that teacher interacts with the students in Mrs. P's class. When she taught about "pet", she asked to the students to read the text together with her. This interaction is to make the students more confidence in speaking English.

3.1.3 Student –teacher interaction

Student-teacher interaction is very important especially to the student. The student should interact with his teacher, so when the student do not understand about the material, the teacher can help them to solve the problem. The writer found some student-teacher interaction during teaching-learning process in speaking class in SMP N 2 Mojolaban. For example, when the teacher taught explains about "procedure text". There is a student who does not understand about the text and then he asks to his teacher. He ask in front the class bravely.

Student : I have artinya apa bu?

Teacher : I itu artinya saya dan have itu artinya mempunyai. Jadi I have artinya saya mempunyai.

(Observation on 12 August 2017)

The student-teacher interaction also founded in class VII. When the teacher taught about descriptive text. The teacher gave an example of descriptive text, it is a text entitled "I have a cat". When the teacher explains about descriptive text, there is a student who asks the meaning of difficult word. Then, the teacher answers his question.

3.1.4 Student-Student Interaction

Interaction between students happened when the students discuss to solve the problem during teaching-learning process. They also discuss to answer the task from the teacher. They also often discuss to know the meaning of the words or sentences. For example, when the students collaborate to answer the question from the teacher. When the teacher gave them a task, they did it by discussing together. This interaction is aimed to make the students more comprehend easily. By doing

the student-student interaction, the teacher hoped they can develop their social relationship.

Student : Hari Senin Bahasa Inggrisnya apa?

Student : Monday.

(Observation on 21 August 2017)

Another example of student-student interaction is when any student who do not understand about the material then he asks to his friend. While the teacher explains about the names of days, he does not know about the names of days. He asks to his friend and his friend explains for him.

3.2 The Roles of Classroom Interaction

3.2.1 The Roles of Teacher-Student Interaction

Teacher always gave some question for the student, and the student asked to answer it by their own. This situation showed that the teacher did an interaction with the student. Teacher-student interaction has some roles, they are: (1) Increasing students' language store, (2) Developing communication skill, and (3) Building confidence.

Teacher : house cat?artinya apa?

Student : rumah kucing~~

(Observation on 12 August 2017)

From the observation above when the teacher asked them to mention the mean of words, by answering the questions it means they had trained their confident and added their vocabularies.

3.2.2 The Roles of Teacher-Students Interaction

Teacher also did an interaction with their students in teaching learning process. This interaction can help the teacher to delivers the material easier, so all students in the class can understand the material. This interaction also can make the students more active in the class. So, they can more concentration during teaching learning

process. The writer found some roles of this interaction, such as: (1) Strengthening the Social Relationship, and (2) Developing communication skill.

3.2.3 The Roles of Student-Teacher Interaction

Based on her observation, the writer found some roles of student-teacher interaction in speaking class in SMP N 2 Mojolaban such as (1) Building confidence, and (2) Strengthening the Social Relationship.

Student : Plant a rose itu artinya apa bu?

Teacher : Artinya menanam bunga mawar di pot

(Observation on 14 August 2017)

From the observation above, when the student do not know the meaning of a sentence, the student asked to the teacher. Thus can built their confidence.

3.2.4 The Roles of Student-Student Interaction

Not only interact with their teacher, the students also interact with other student. It means that to solve the problem of learning, the student discusses with their friends. So, if they do not understand about the material, they can ask their friends who understand the material.

Based on her observation, the researcher found some roles of student-student interaction such as (1) Building Confidence, and (2) Strengthening the Social Relationship.

Student : Coba kamu sebutkan nama-nama hari dalam seminggu.

Student : Sunday, Monday, Tuesday, Wednesday, terus apa ya ?

Student : Thursday, Friday, Saturday

(Observation on 21 August 2017)

By this interaction, they can know about the environment. This is can help the student to improve their self-confident to interact with their surrounding environment.

3.3 Teacher's Roles

Teacher has important roles in teaching learning process especially in teaching speaking in SMP N 2 Mojolaban. By observation and interview, the researcher found some teacher roles in speaking class. Teacher roles are needed in teaching learning process to achieve the goals of learning. The writer found some teacher roles in speaking class in SMP N 2 Mojolaban, they are teacher as facilitator, teacher as manager, teacher as motivator, teacher as planner, and teacher as explainer.

Student : (berbicara dengan teman sebangku)

Teacher : Be silent please ..

(Observation on 21 August 2017)

When the teacher explains about the names of days, suddenly there are students who are noisy. And then, teacher try to warn them by asking "be silent please...". Because it can be disturb the concentration of other student.

3.4 Student's Roles

To achieve the goals of teaching-learning process, not only teacher who has important roles but student also has important roles. Students' roles are components that advance the efficiency of teaching learning process.

From her observation and interview, the writer found some student's roles in teaching speaking in SMP N 2 Mojolaban, they are: student as subject learning, the learner is a member of a group and learns by interacting with others, and the learner is monitor and evaluator of his or her own progress.

Teacher : Putri what's month after August ?

Putri : November mam...

Teacher : Benarkah anak-anak ?

Student : Salah bu yang benar September.

(Observation on 21 August 2017)

When the student corrects the answer of their friend during teaching-learning process. When the teacher asked about the names of months. Any student who wrong answer the question but their friends correct his answer.

3.5 Discussion

This finding relevant with the theory because according to Michael G. Moore (1989) stated that the first type of classroom interaction is the interaction between learners with content; students with the teacher in classroom. The second type is interaction between students and instructor, in this interaction of the instructor tried to achieve the same goal with students. And the third type is learner-content interaction, this is s an interaction between students, between students and students, alone or in groups, with or without the real-time presence of an instructor.

The classroom interactions in speaking class are teacher-student interaction, teacher-students interaction, student-teacher interaction, and student-student interaction. The writer concluded that all classroom interaction used by the English teachers are in line with Moore's theory.

The previous findings does not display about role of classroom interaction in teaching learning process especially in teaching speaking. Thus, in this research the writer displays the role of classroom interaction in teaching speaking, they are: 1) Teacher-student interaction as increasing students' language store, developing communication skill, and building confidence, 2)Teacher-students interaction as strengthening the Social Relationship and developing communication skill , 3) Student-teacher interaction as building confidence and strengthening the social relationship, 4) Student-student interaction as building confidence and strengthening the social relationship.

According to Rivers (1987) notes that: "Through interaction, student can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed in real life exchanges" (Rivers, 1987:4-5). By the explanation above, classroom interaction can increase student store on language

and vocabulary especially in English, which is to speak English fluently students need to interact to each other using English.

While according to Thapa and Lin (2013) as cited in Nisa: interaction in the classroom becomes the central factors which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills for communication." Students' communication skill can increase by the interaction that occurred in classroom, especially in English subject that using English as the main language in the classroom. In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users". By interaction occurred in classroom, students can develop their confidence to talk to each other by using English.

Then, according to Naimat stated that classroom interactions can strengthen the social relationship, either for student to student or student to the teacher. Interaction for students will strengthen the relationship, either among them or with their teachers since it gave them the chance to learn from each other and to get feedback on their performance.

From the explanation above, the writer concluded that the roles of classroom interaction in teaching learning process in speaking class are relevant with Rivers' theory, Thapa and Lin's theory, and also in line with Naimat's theory.

There are some teacher's roles in English speaking class such as teacher as facilitator, teacher as manager, teacher as motivator, and teacher as explainer.

The previous finding of this study does not present about teacher's role in teaching learning process in SMP N 2 Mojolaban especially in English speaking class. Therefore, in this study the writer presents some teacher's roles in teaching learning process such as teacher as facilitator, teacher as manager, teacher as motivator, and teacher as explainer.

This finding is in line with the theory. Richard and Lokhart (1994: 105) stated that teacher may select such roles for themselves as: Planner, Manager, Inquiry Controller, Group Organizer, Facilitator, Motivator, and Empowered. From the explanation above, the teacher has many roles in the classroom during teaching

learning process. Based on the observation, the writer found that teacher has own roles in classroom interaction, they are: (1) Teacher as facilitator, (2) Teacher as manager, (3) Teacher as motivator, and (4) Teacher as explainer.

The teacher's roles in classroom interaction in speaking class are teacher as facilitator, teacher as manager, teacher as motivator, and teacher as explainer. The writer concluded that teacher's roles in classroom interaction in SMP N 2 Mojolaban are relevant with Richard and Lokhart's theory.

There are some student's roles in teaching learning process especially in English speaking class as follow (1) Student as Subject Learning, (2) The learner is monitor of his or her own progress, and (3) The learner is a member of a group and learn by interacting with others.

The previous findings are not presented about student's roles in teaching-learning process especially in English speaking class in SMP N 2 Mojolaban. Hence, in this research the writer presents the student's roles in English speaking class, they are: (1) Student as Subject Learning, (2) The learner is monitor of his or her own progress, and (3) The learner is a member of a group and learn by interacting with others.

According to Richard and Rogers (1985: 22) there are five aspects, there are: (1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, (2) The learner is monitor of his or her own progress, (3) The learner is a member of a group and learns by interacting with others, (4) The learner is a tutor of others learners, (5) The learners learn from the teacher, from the other students and other teaching sources. Based on her observation, the writer found some student's roles in teaching learning process especially in teaching speaking such as (1) Student as Subject Learning, (2) The learner is monitor of his or her own progress, and (3) The learner is a member of a group and learn by interacting with others. This finding is relevant with Richard and Rogers' theory.

The student's roles in English speaking class in that school are student as subject learning, the learner is monitor and evaluator of his or her own progress, and the learner is a member of a group and learn by interacting with others. So, the writer

concluded that the student's roles in English speaking class are related with Richard and Rodger's theory.

Table 1

The Relation between Classroom Interaction, Classroom Interaction's Roles, Teachers' Role, and Students' Role

No	Classroom Interaction	Classroom Interaction's Roles	Teachers' Role	Students' Role
1.	Teacher-Student Interaction	a. Increasing Students' Language Store b. Developing Communication Skill c. Building Confidence	-Teacher as Facilitator -Teacher as Motivator -Teacher as Manager -Teacher as Explainer	-Student as Subject Learning -The learner is monitor of his or her own progress
2.	Teacher-Students Interaction	a. Strengthening the Social Relationship b. Developing communication skill	-Teacher as Controller -Teacher as Explainer -Teacher as Motivator -Teacher as Facilitator	-The learner is monitor of his or her own progress -The learner is a member of a group and learns by interacting with others.
3.	Student-Teacher Interaction	a. Building Confidence b. Strengthening	-Teacher as explainer -Teacher as	-Student as Subject Learning -The learner is

		the Social Relationship	Motivator	monitor and evaluator of his or her own progress
4.	Student-student Interaction	a. Building Confidence b. Strengthening the Social Relationship	-Teacher as facilitator -Teacher as Motivator -Teacher as Controller	-The learner is a member of a group and learns by interacting with others. -The learner is monitor of his or her own progress

4. CONCLUSION

Based on the result of this study, the researcher concluded that the interaction in this school was dominant in teacher-student interaction. The interaction that occur is less communicative, so the interaction that occur does not vary. The lacks of the interactions that occur is very influential in teaching and learning process, especially to train student's speaking skill.

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