CLASSROOM INTERACTION BETWEEN TEACHER AND YOUNG LEARNERS IN ENGLISH AS FOREIGN LANGUAGE CLASSROOM AT SDIT NUSAWUNGU CILACAP REGENCY

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by

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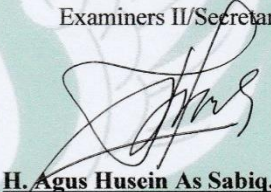
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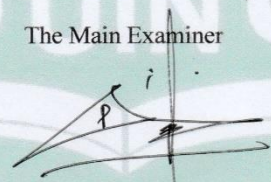Examiner I/Head of Examiners/Supervisor

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Assalamu'alaikum Wr. Wb.

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ABSTRACT

This study was conducted to describe classroom interaction in learning English as a foreign language in grade 3 of SDIT Nusawungu, Cilacap Regency. Specifically, this study aims to determine the proportion and pattern of classroom interaction through Flanders Interaction Analysis Categories System (*FIACS*) analysis and the barriers to classroom interaction in learning English, especially for EYL. This study used a mixed-method research method, and data were obtained using direct observation and interviews. The results showed that teacher talk dominated classroom interaction, which amounted to 59.39% in three meetings. As for the interaction patterns that occur, a multi-directional interaction pattern is the most dominant, where teachers and students can each interact and provide feedback between teachers and students. In addition, teacher also experienced several barriers in classroom interactions, namely difficulties in dealing with overactive students, feeling confused when the learning process takes place, confusion in choosing learning methods that suit students' learning styles, lack of mastery of skills, too many students in one class, and limited learning time. Meanwhile, students also experienced several barriers during classroom interactions, including difficulties in speaking and understanding teacher explanations, lack of confidence in their ability to remember new vocabulary, ineffective classroom atmosphere, lack of speaking and communication practice, and different ways of pronouncing and writing in English.

Keywords: Classroom Interaction, English for Young Learners, Flanders Interaction Analysis Categories System (FIACS), Barriers' Classroom Interaction

MOTTO

Great things are not done by impulse, but by a series of small things brought
together

- Vincent van Gogh

DEDICATION

I dedicate my thesis to the following:

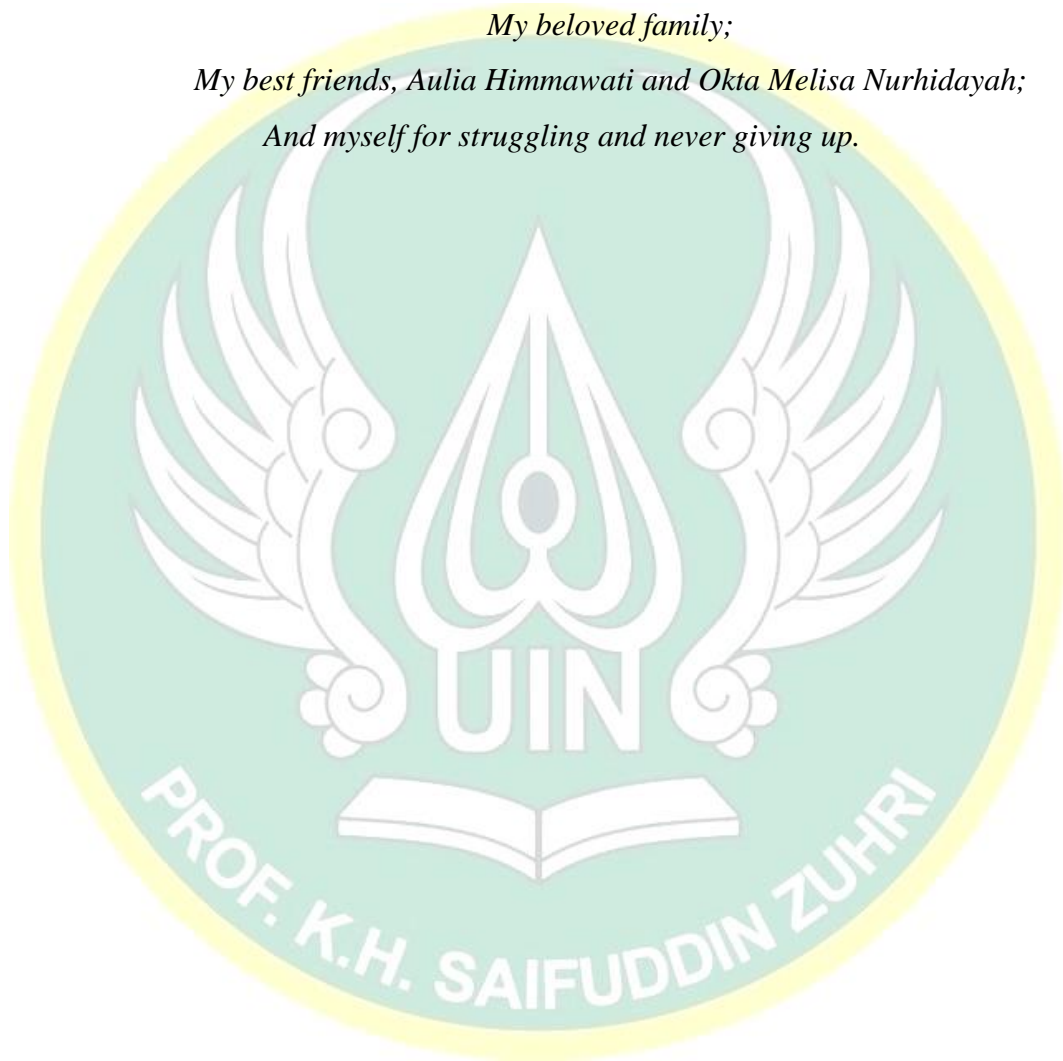*My beloved parents, Mr. Saliman and Mrs. Masriyah;*

My two younger siblings, Zulfadinda Putri Khaerunnisa and Farhan

Mustaghfirin Jamil:

My beloved family;

My best friends, Aulia Himmawati and Okta Melisa Nurhidayah;

And myself for struggling and never giving up.

PREFACE

Praise and gratitude thanks to Allah SWT, the Lord of the Universe, who has bestowed favors, grace, and health so that researchers can complete this thesis with the title **"Classroom Interaction Between Teacher and Young Learners in English as Foreign Language Classroom at SDIT Nusawungu Cilacap Regency"**. This thesis is presented as a partial fulfillment of the requirements to achieve the degree of Bachelor of Education (S.Pd.) in the English Education Study Program, Faculty of Tarbiyah and Teaching Science, State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

The researcher would like to express our deepest gratitude to the following individuals and organizations:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean of the Faculty of Tarbiya and Teaching Training;
2. Prof. Dr. Suparjo, S.Ag., M.A., as the Vice Dean I for Academic Affairs of the Faculty of Tarbiya and Teaching Training;
3. Dr. Nurfuadi, M.Pd.I., as Vice Dean II for General Administration, Planning, and Finance of the Faculty of Tarbiya and Teaching Training;
4. Prof. Dr. Subur, M.Ag., as the Vice Dean III for Student Affairs and Cooperation of the Faculty of Tarbiya and Teaching Training;
5. Dr. Maria Ulpah, M.Si., as the Head of the Undergraduate Program of the Department of Education;
6. Abdal Chaqil, S.S., M.Pd., as Secretary of the Undergraduate Program of the Department of Education;
7. Desi Wijayanti Ma'rufah, M.Pd., as Coordinator of the English Education Undergraduate Program who has provided support and facilitated the smooth completion of the thesis; and as Thesis Supervisor, who has provided invaluable guidance, advice, extensive knowledge, and support during the preparation of the thesis;

Purwokerto, June 11th, 2024

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CHAPTER 1
INTRODUCTION

This chapter presents a brief description of the study's overall content, including the research background, conceptual definitions, research questions, research objectives and significance, and research organization.

A. Background of the Study

English language learning is considered very important in today's world because of its universal role as the language of international communication. In addition, the role of English is also crucial because it is the language of globalization and technology. Therefore, English is one of the keys to success in a globalized world like the one we live in now (Faridatuunnisa, 2020). This condition significantly affects the position of the English language itself, especially for countries that apply English as a foreign language. The increasing interest and demand for English language teaching is due to public awareness of the importance of English in the era of globalization. In Indonesia, English is included in foreign languages that occupy an important position in people's lives. This can be seen clearly in the world of education in Indonesia. The Indonesian government, realizing and responding to these conditions, began to introduce English from an early age; this is because learning English for children from an early age, especially at the school level, is considered very important as an effort to prepare their language skills in the future (Brown, 2014). In addition, two main factors support children to learn English, namely because children have sharp hearing or memory at this age or before 12 years old and, have fewer inhibitions, can respond happily and spontaneously (Ma'mun, 2012). Therefore, every elementary school in Indonesia is required to be ready to implement English language learning.

In its application, any learning will require interaction. Interaction is an action taken by two or more people with mutual influence. In learning, interaction must occur between teacher and students because good interactions

between teacher and students will provide knowledge and make classroom conditions interactive, active, and practical (Rozalia & Gani, 2017). In addition, good classroom interaction can also create many learning opportunities for students and can motivate students' interest and potential to communicate with others (Rozalia & Gani, 2017). Therefore, teacher, especially English teacher, must be able to communicate well and actively with students because communicating actively with students by using English while learning alone can improve students' English language skills.

However, after seeing the facts that exist in the learning process, sometimes there are times when the teacher does not get a response from his students, even though the students know and are willing to respond to the teacher. However, because not all students can use the language well, especially those who learn foreign languages such as English, they will certainly find some students who avoid using English to speak to the teacher and their friends (Rozalia & Gani, 2017). So, this is when the role of the teacher is needed as a controller and initiator; the teacher can perform interactive techniques and create an interactive and successful classroom, and the teacher can negotiate with students what is meaning and collaborate so that learning goals can be achieved. Teacher can also provide appropriate stimuli and a series of activities designed according to the class to encourage students to ask questions (Ma'rufah, 2021). In addition, teacher can also use appropriate learning strategies that make it easier for students to learn so that students can be more motivated to improve their English (Dwinalida & Setiaji, 2020).

In the world of education itself, the interaction between teacher and students in the learning process is significant because it is one of the factors determining the success of English language learning and can achieve the goals of what the school wants (Edstrom, 2015). Interaction in the learning process is significant and necessary, in addition to helping learners develop language abilities and social skills, building an effective classroom atmosphere, and supporting learners. Thus, teacher is expected to implement learning with interactive classrooms that can involve students to participate in learning.

Effective classrooms are proven to encourage students to become more active participants in learning and can train language according to the right target (Ma'rufah, 2017). In addition, according to Shomoossi in Andi Megawati et al. (2019), classroom interaction can later help students learn and provide opportunities to practice their abilities to improve (Megawati et al., 2019). From these activities, students can practice their competency skills by listening and communicating with the teacher and their friends. Based on the above opinion, Brown also suggests that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people and creates a reciprocal effect between them (Brown, 1994). In this case, it means that the teacher facilitates students' learning and stimulates students to be actively involved in class learning participation.

Based on observations made by researchers on November 14, 2023, in classroom 3 of Nusawungu Integrated Islamic Elementary School (SDIT), Cilacap Regency. It was found that the English teacher, who taught 16 students in the class, emphasized the importance of using English in communication activities in the classroom. During the learning process, both teachers and students use English to communicate in the classroom. The teacher does not give any consequences when students use other languages, but the teacher will slowly give understanding to students. For example, when students ask permission from the teacher, if the student says to use Indonesian, the teacher will guide the student and teach the student how to ask permission using English, which can later be used by students while in the school environment. As explained by the English teacher, although most students use other languages at home or in everyday life, when they are in the school environment, especially when they are in class, they must use English to communicate with both teachers and friends. However, in the process of learning English, the researcher found a less-than-ideal interaction pattern where the teacher dominates the conversation in the classroom by giving long explanations and instructions, while students' active participation is still minimal. Students generally show a slightly passive attitude and only respond to questions or

stimuli given by the teacher. It is also rare to see students who spontaneously ask questions or express their own opinions. The pattern of interaction that occurs is more likely to be only from teacher to student, although it is not entirely passive students during the learning process because there are also some students who are active during the learning process.

Some previous research concluded that most of the learning in the classroom is still dominated by the teacher. Such as research conducted by Andi Megawati et al. Who found that if the teacher asked the students more questions, the students could become more active again (Megawati et al., 2019). In addition, research conducted by Hanna Sundari also obtained almost the same conclusion that teacher speech, questions, and feedback from the teacher dominate in all classroom activities (Sundari, 2017). More specifically, previous research examining classroom interactions in the context of EYL using Flanders Interaction Analysis Categories System (*FIACS*), namely Risa Puspitaningrum, shows that teachers dominate classroom interactions, such as when giving directions to students, while students only give a little response to the teacher's talk (Puspitaningrum, 2023). So, from all the studies above, the average result shows that the conversation conducted by the teacher dominates in the classroom, and most of the studies on the topic are at the secondary school level. So, even so, studies that examine the interaction patterns of teachers and students, especially at the elementary school level, are still very rarely found, even though the interaction patterns that occur are thought to be slightly different from the interaction patterns in the upper or middle class. Therefore, a study is needed that investigates the interaction between teachers and students in the classroom to ensure that the goal of English acquisition can be achieved and also in order to provide an overview or recommendations for improvement in English learning, especially at the elementary school level.

From the results of previous studies that only show the dominance of the conversation conducted by the teacher in class, this study will focus on researching teacher-student interaction patterns as well as barriers between teacher and students in these interactions in the context of English language

learning at the elementary school level using the FIACS method. The results of this study can also be used to expand the scope of the learning process in EFL classes, especially at the EYL level. Therefore, this research is conducted to provide an overview of the interaction situation in English language learning at the EYL level and can provide input related to improving the quality of English language learning that is more communicative and interactive at the elementary school level. In accordance with the topic and purpose, the researcher will take the title for this research, which is "Classroom Interaction Between Teacher and Young Learners In English As Foreign Language Classroom At SDIT Nusawungu Cilacap Regency".

B. Conceptual Definition

To make it easier for readers to understand and clarify the purpose of this paper so that there is no misunderstanding, it is necessary to explain the meaning of the research concept of this title. The following are presented several conceptual definitions or variables in this study:

1. Teacher-Student Interaction Pattern

The pattern of teacher-student interaction in the learning process is significant because good interaction can encourage students to more easily accept learning material so that they can get maximum results later. Interaction in the teaching and learning process is an activity that occurs between teachers and students with the same goal (Iriantara, 2014). The interaction pattern itself is a method used in communication that aims to facilitate someone's communication so that miscommunication and misconception do not occur (Widyastuti, 2016). So, teacher-student interaction patterns are a way of communicating between teachers and students in the classroom in order to achieve the same goal. There are five types of interaction patterns, namely, teacher-student interaction patterns, teacher-student-teacher interaction patterns, teacher-student-student interaction patterns, student-teachers, student-teachers, and circular interaction patterns.

2. **Young Learners**

Young learners are school-age children aged between 6 - 12 years old or, in short, primary school students with an age range between 6 - 12 years old. Young learners are also divided into 2 groups, namely the Younger Group (6-8 years old) and the Older Group (9-12 years old). When viewed from the grade level, it is also divided into 2, namely Lower Classes students with grades 1, 2, and 3 students, and Upper Classes with grades 4, 5, and 6 students (Ma'mun, 2012). In Ma'mun, Scott and Ytreberg (1990) also divide groups of young learners into several groups, namely Level One (5-7 years) and Level Two or Beginners (8-10 years), while preschool children or kindergarten students are usually called Very Young Learners (Ma'mun, 2012).

3. **English Language Learning**

The role of English is also very important in society, especially in the realm of education, because with this education, human resources (HR) can increase and support the progress of the nation and state. Therefore, learning English is considered very important to learn. Learning itself, according to Brown, means a process of interaction between students, teachers and learning resources in an environment (Brown, 2014). Brown also explained that learning is an effort made by someone to help people learn. According to Iriany, there are five assumptions used to support learning, namely (Wijaya, 2015):

a. Learning should be planned to make it easier for students to learn.

b. Incorporate both long-term and short-term phases into the learning design.

c. Designing learning should not be perfunctory and should not be merely a nurturing environment.

d. Learning design should be designed in accordance with system design.

e. Learning should be designed according to how the person learns.

4. **FIACS**

FIACS (*Flanders Interaction Analysis Categories System*) is a method used to analyze interaction patterns between teachers and students in the classroom. This method was developed by Ned Flanders in the 1970s. According to Ridel, FIACS is an observation technique used to record classroom interactions in ten categories that are classified into verbal interactions in the classroom (Sumampow, 2019). In Flanders' interaction analysis, to identify classroom interaction is divided into three classifications: teacher talk, student talk, and silence.

C. **Research Questions**

Based on the background above, the questions for this study are:

1. What are the proportion and pattern of verbal interaction between teacher and young learners in English language learning in class 3 SDIT Nusawungu based on FIACS analysis?

2. What are the barriers in verbal interaction between teacher and young learners in English learning in class 3 SDIT Nusawungu?

D. **Aims and Significances of the Research**

1. **The Aims of the Research**

The objectives of this study are:

a. To find out the proportion and pattern of verbal interaction between teacher and young learners in learning English in class 3 SDIT Nusawungu based on FIACS analysis.

b. As well as knowing the barriers that occur in the process of interaction between teacher and young learners in the learning process in class 3 SDIT Nusawungu.

2. **The Significances of the Research**

The author hopes that this research can provide benefits, including the expected benefits, namely:

a. Theoretical Benefits

This research is expected to provide understanding or additional literature to obtain information and knowledge related to classroom

interactions between teacher and young learners in English as a foreign language classes.

b. Practical Benefits

1) For SDIT Nusawungu

For SDIT Nusawungu, it is hoped that this research can be used as an effort by teacher to facilitate learning in English in the classroom, as well as to improve the quality of teacher so that classroom learning can be more communicative and interactive so as to improve the quality and motivation of student learning.

2) For Other Schools

For other schools, this research is expected to be an illustration for teachers about how the process of interaction in the classroom is good in the context of learning English at the elementary school level so that it is expected to improve English learning methods that are more communicative and interactive in elementary schools.

3) For Teacher

For teacher, this research is expected to be used as valuable, simple input and can help teacher improve the quality of classroom interactions that are more communicative and interactive in the classroom so that teacher can develop teaching methods in elementary schools.

E. Organization of the Study

To get a comprehensive picture of this research, it is necessary to explain that this research is divided into five chapters, which are explained as follows:

Chapter I presents the introduction, which consists of the research background, conceptual definitions, research questions, research aims and significances, and research organization.

Chapter II presents theories related to classroom interaction in the context of English in elementary schools, and previous study.

Chapter III presents the research method consisting of the type of research, time and location of research, subject and object of research, data collection methods, data analysis methods, and data validity.

Chapter IV presents data presentation, analysis, and discussion that contains explanations and answers to questions from the research questions.

Chapter V presents research conclusions and suggestions. In this chapter, the author concludes the answers to the research questions and provides research-related suggestions aimed at future research.

CHAPTER II
LITERATURE REVIEW

This chapter provides the theoretical basis for the emergence of the nature of interaction in English learning, types of teacher-student interaction patterns in learning, teacher-student interaction pattern analysis, and teacher-student interaction of early childhood English language learners. This chapter also presents some previous research studies.

A. The Nature of Interaction in English Learning

Understanding the nature of English language learning is a fundamental step in creating an effective and enjoyable learning environment for learners. By understanding the essence of English as a global communication tool, as well as recognizing important aspects such as grammar, vocabulary, pronunciation, and language skills, teacher can build a solid foundation for learning this language as a whole. By understanding the essence well, teacher and learners can collaborate effectively to create a conducive and enjoyable learning environment so that mastery of English can be achieved optimally.

1. Definition of Teacher-Student Interaction

In essence, teacher-student interaction is a communication process that occurs in learning activities. This interaction can occur verbally or nonverbally. Interaction in learning becomes a very important point because, in addition to students who benefit, the teacher also gets feedback from students so that the teacher can find out whether the material presented can be received and understood by students properly or not. Therefore, teacher and student interaction is one of the most important factors for successful learning.

According to Sudjana, the interaction that occurs between teacher and students is a reciprocal relationship that occurs between teacher and students in the learning process in the classroom (Sudjana & Rivai, 2011). The interaction process is also closely related to communication activities, where in this communication, there are three elements that must exist,

namely communicants (recipients), communicators (senders), and information to be conveyed or commonly referred to as messages. In addition, teacher and student interactions can also influence each other in learning activities (Trianto, 2010). In learning, communication between teacher and students has a message, namely, to achieve learning goals. The process of teaching and learning activities, which is also a process of communication between teacher and students, is also often called educative communicative or educational interaction between teacher and students.

In its implementation, this teaching and learning interaction process has several components (Oktifa, 2022), including:

a. Instructional objectives aim to set the direction and purpose of teaching.

b. Teacher can choose learning materials or materials to be taught according to the conditions of their students in class.

c. Methods and tools in interaction: The selection of appropriate methods and tools in learning can determine the process of good interaction in the classroom.

d. Facilities and infrastructure are very important because interaction can occur if there are adequate facilities and infrastructure as well as learning media.

e. Evaluation: Teacher need to evaluate the learning process because, with this, the teacher can find out whether the methods, facilities, and infrastructure used are good and can achieve the expected goals or not.

Whether or not the interaction process between teacher and students is achieved depends on how the teacher can organize all of the above components. In this case, the most important thing is that the teacher can take a learning approach according to the characteristics of the students. To improve this interaction, the teacher can do the following (Trianto, 2010):

a. Create a democratic learning atmosphere.

b. Taking a personal approach.

c. Using varied learning methods.

d. Developing communication skills.

2. **The Importance of Interaction in Language Learning**

In language learning, interaction in the classroom can encourage students to think critically and can provide many opportunities for them to use language. Interaction itself can help them become active students and encourage their participation in their language learning. Therefore, interaction is considered one of the important factors in improving students' language skills. In addition, by doing interaction, students can also get the opportunity to practice the language they learn according to the target.

The quality of the teaching and learning process in the classroom can be determined by how actively the teacher and students interact. In this case, the teacher can use techniques or patterns of educational interaction to use the level of behavior and provide reinforcement, especially for students who respond positively both verbally and nonverbally. It can also be done by memorizing, asking questions, quizzes, or dividing students into groups to complete tasks. Some of these things can provide a different learning atmosphere so that students can easily accept learning and have a very positive impact on both teachers and students. This can be seen in student learning outcomes and language communication both outside and inside the classroom in everyday life (Norainah, 2022). In addition, another positive impact can also be seen from the language development that occurs in students who have more frequent interactions (Anum, 2018). According to Billings and Mueller (2021), quality learning interactions and engaging with peers, family members and the community can also provide greater opportunities for language learning development (Billings & Mueller, 2021). Because they are more often involved in communication, they tend to feel safer and less anxious, so they can enjoy language use more.

According to Djamarah and Zain, interaction in language learning is very important because it can help students to (Djamarah & Zain, 2002):

a. Improve language understanding: Through interaction, students can understand the language better because from this interaction, students can practice using language in any situation.

b. Develop language skills through interaction students can also develop various language skills, such as listening, speaking, reading, and writing, because from this interaction, students can practice language skills through various contexts.

c. Increase learning motivation: This happens because, through active classroom interaction, students can feel more involved in learning and feel that they are also part of the communication.

3. **Characteristics of Effective Interaction**

In educational interactions, teacher must make maximum effort so that students can be active, creative, and innovative in learning. To do this, of course, the teacher may experience barriers, whether they are in the planning, implementation, students, or the teacher himself. Therefore, it would be better if, in carrying out these stages, the teacher could understand the characteristics of educational interaction. Quoting Edi Suardi in Sardiman (2011), who details the characteristics of effective interaction as follows (Sardiman A.M, 2011):

a. Effective interaction has a purpose. The purpose in question is to assist in the development of students to achieve certain goals. This is what is meant by effective interaction that is aware of the goal by placing the student as the center of attention and placing other elements as an introduction or support.

b. Having a procedure that has been planned in order to achieve goals. To achieve goals optimally, a relevant and systematic procedure or steps are needed. Even to achieve other goals, it is possible that the steps or procedures needed will be different according to the goal itself.

c. Effective interaction is also characterized by a specific material work. In this case, the existing material must be designed in such a way as to be suitable and in accordance with the learning objectives to be achieved. Teacher, in compiling materials, need to pay attention to existing components, including the characteristics of their students. This material must be designed before the learning process takes place.

d. Characterized by student activity. As a consequence, that must be faced by the teacher because students are the center of learning. So, the teacher provides activities for students, which are an absolute requirement for the learning process to take place. The activities carried out may be physically or mentally active because here, it is the students who need learning, so they are the ones who must do it, and the teacher can assist them.

e. The teacher acts as a guide in learning. In his role as a guide, the teacher must try to revive and provide motivation so that learning can run effectively and conductively. The teacher must also be a mediator for students in all situations that they will face because the teacher is also a figure that students will imitate.

f. Discipline is needed in learning. The discipline referred to here is a pattern of behavior that has been regulated by provisions that must be obeyed consciously by both teachers and students. This can later be seen from the implementation of the procedures to be carried out.

g. There is a time limit. To achieve a learning goal in a group or class system, there are time limits that cannot be abandoned. From each goal, a certain time is given, and when the goal must have been achieved.

h. It ends with an evaluation. The last part of all the above characteristics is evaluation. This evaluation is an important part that cannot be left out because, from this evaluation, the teacher can find out whether the objectives of the learning carried out have been achieved or not.

So, it can be concluded that to smooth the course of learning and achieve the planned learning objectives, teacher need to pay attention to the characteristics of this effective interaction so that the learning process that will be carried out later can run smoothly so that what has become a goal can be achieved properly.

B. **Teacher-Student Interaction Pattern Analysis**

Basically, the analysis of classroom interaction pattern is a process carried out to collect and analyze data related to the interaction pattern that occur in the

classroom. The interaction patterns analyzed can be in the form of communication pattern that occur between teacher and students or between students and other students. In doing so, there are several theories that discuss classroom interaction analysis, such as one theory, the Flanders Interaction Analysis Category System (FIACS) by Ned. A. Flanders in 1970. Flanders himself said that the interactions that occur in the classroom usually include four points, which contain a collection of several categories, procedures for making observations and basic rules that govern the coding process, steps to retrieve data that describe real events, and some suggestions that can be applied in several situations (Flanders, 1970). Therefore, this system is one that is chosen by researcher to conduct research on classroom interactions because it is considered to be able to analyze the entire interaction that occurs and can describe the teacher's role as a guide in classroom learning.

1. **FIACS Analysis Method**

The Flanders Interaction Analysis Category System (FIACS) technique by Ned. A. Flanders (1970) was originally developed to categorize several types and quantities of verbal interactions that occur in the classroom so that the results can provide a picture of who is talking in the classroom, and how much and what kind of talk is happening in the classroom. This analysis system is a system that is widely used by researcher to analyze and improve interaction pattern between teacher and students (Sumampow, 2019). Abdusyukur (2022) in Puspitaningrum said that the popularity of this system is because it is one of the systems that are easy to use and as an accurate measurement tool, and is also flexible so that it is easy to adapt and modify (Puspitaningrum, 2023).

This interaction analysis is also considered as a process for coding spontaneous verbal communication or verbal interactions that occur in the classroom. Flanders believes that this system will later analyze interactions in the classroom by conducting a coding system on spontaneous verbal communication, which then compiles the data for easy use, displays it, and analyzes the results so that it can easily study how the interaction pattern

occur during the learning process (Flanders, 1970). This analysis process can be done by observing the classroom either directly or through video recording. The researcher will then write down the categories included in this system and adjust them to the events that occur in the classroom. This Flanders analysis also has a purpose, which is to facilitate researcher in analyzing classroom action interactions during the learning process by classifying them into three parts: teacher talk, student talk, and silence.

2. **FIACS Categories**

Basically, Flanders divides this system into ten categories. Where the ten categories describe Flanders' conceptualization relating to the interactions that occur between teacher and students in the classroom; later, each of these categories will have a number, but there is no implied meaning contained in it. In his book Analyzing Teacher Behavior, Flanders explains the ten categories in detail, where the ten categories can be further classified into three parts, as in the following (Flanders, 1970):

a. Teacher Talk is divided into two:

1) Indirect talk

a) Accepting feeling

This category contains teacher statements that show acceptance and clarification of student traits or attitudes in a way that does not make the student feel threatened or afraid. These feelings can be both positive and negative emotional reactions. In his book, Flanders emphasizes one important rule in this category, which is that teacher can usually name or identify emotions literally.

b) Praising or encouraging

This category is almost similar to the first category; the difference between the two categories is the ultimate goal of each category. In the first category, Flanders mentions that there is an element of objective diagnosis where teacher can identify the feelings of their students, while in the second category, there

is none. In this second category, teacher is only emphasized on teacher approval, which shows that students are already on the right learning. This can be seen when the student gives an answer or question that has been asked by the teacher; the teacher can give a positive compliment such as "good," "right," "very good," and so on. Teacher can also make jokes so that learning is not so tense and boring. Basically, praise given by the teacher can show the teacher's feelings of approval or admiration for a student and can increase student participation in learning.

c) Accepting or using students' ideas

This category is almost the same as the first category; the difference is that if the teacher receives feelings in the first category, the teacher receives ideas from his students. Teacher can respond to ideas that have been suggested by their students and later adopt or modify them for learning. There are five possible actions that can be used by the teacher, namely the teacher can repeat or support the ideas or ideas with further explanation, the teacher can modify or rearrange or conceptualize the idea in his own words, the teacher can use it as a conclusion or as an analysis in the next lesson, the teacher and students can also compare between students' ideas or look for other ideas found from the results of the comparison and the teacher's previous explanation, and the teacher can also summarize the ideas or ideas of the students.

d) Asking questions

This category is probably the most common or often used by teacher in the classroom to create an interactive classroom. The teacher can ask a question based on the teacher's idea, with the aim that the students can answer the question given. It is also used by teacher to measure their students' level of understanding. However, not all questions given by the

teacher fall into this category; for example, questions that are commands, criticism, or praise are not included in the types of questions referred to in this category. In this category, the types of questions referred to only include questions that require responses or answers from students to the learning being carried out.

2) Direct talk

a) Lecturing

Lecturing is the basic thing that teacher do. The purpose is definitely to share and impart knowledge to the students. The teacher gives a fact or opinion about the content or procedure by expressing his/her own ideas, giving his/her own explanation, or quoting from other parties that are not his/her students. Therefore, in anticipation of later research, Flanders said a researcher could pay more attention to pauses or short periods of teacher hesitation.

b) Giving directions

Teacher can give directions, orders or initiations to students in the hope that the students can comply. Usually, this category can appear in the form of questions that have the purpose of helping students in their work. In giving an assignment, the teacher is expected to provide clear instructions that are easy for students to understand so that students can complete the assigned tasks as expected by the teacher.

c) Criticizing or justifying authority

What is meant in this category is that the teacher is able to change the previously unacceptable behavior of his students into acceptable behavior. The "what" and "why" questions asked by the teacher are also included in this section. The purpose of this category is to show the teacher's criticism of the students' deviant behavior. This is usually perceived as a negative activity

because teacher usually use high intonation, but it is done to show that the situation is serious and that the behavior of the student is appropriate or not to be tolerated. Therefore, teacher must also be careful and wise in controlling the behavior of students in their classes.

b. Student Talk

1) Student talk-response

This category includes student talk in response to the teacher's talk during the lesson. The teacher can initiate contact with the students by asking a question that the students have to answer, and the students have to develop their own ideas. However, student responses that fall into this category are those that are in accordance with the teacher's initiation, as when students are ordered to read, and students answer "yes," it falls into this category, but if students refuse, then it is included in student initiation, not student response. But if the teacher asks a question by approaching a student and the student answers, then it falls into this category.

2) Student talk-initiation

This means that students can express their own ideas, start new topics, and have the freedom to develop opinions and trains of thought, such as asking questions and going beyond existing structures. Simply put, students can show their opinions or suggestions to the teacher. This category also includes statements such as counter-statements, students' refusal to obey the teacher, and comments that are not appropriate for students. To identify this category, the researcher must be careful to pay attention to the transitions that occur between the response to the teacher's question and the addition of new opinions or information.

c. Silence or Confusion

The last category is silence, stillness, or confusion. What is meant in this category is that there is a pause, silence, or confusion

where the communication cannot be understood by the researcher as in the reciprocal verbal conversation between the teacher and the student in a short time. Researchers also need to record how long the silence is, and if verbal communication can no longer be expected, researcher can stop the coding process.

3. **Stages of using FIACS in Classroom Interaction Research**

In its implementation, Flanders (19970) in Puspitaningrum explains several stages and rules that must be followed when using this analysis system, namely (Puspitaningrum, 2023):

a) First, the researcher sits in a place that he considers comfortable and appropriate so that he can see the overall interaction that occurs in the class.

b) Second, every three seconds, the researcher must decide which category corresponds to the communication event that has just occurred. If there is more than one category in three seconds, the researcher can choose which category is more dominant, or the researcher can write down all the categories and decide later during the data analysis process. If there is no change in the categories after three seconds, then repetition is necessary. In this activity, the researcher only used sequential numbers that corresponded to each category that would be included in the paper containing the category. In addition to writing the sequence numbers, the researcher also wrote down in detail the behaviors or actions performed by teachers and students in the classroom.

c) Third, to avoid missing data, researchers are advised to use a video recorder when making observations, which can also be used to validate the manual results.

C. **Types of Teacher-Student Interaction Patterns in Learning**

There are several types of interaction patterns that can be used by teacher in conducting learning. This is in order to create a more varied teaching and learning process so that students are not easily bored and the material can be conveyed properly. Moreover, it can realize success in learning so that learning

objectives can be achieved. Here are some types of teacher and student interaction patterns according to Drs. Moh. Uzer Usman (Usman, 1996):

1. **Teacher-Student Interaction Patterns**
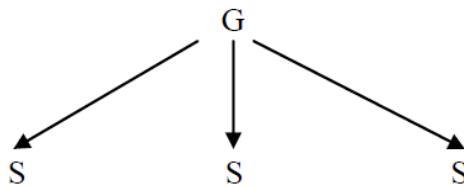
This communication can also be called one-way communication (action). This means that in this communication, the teacher who interacts with students does not get feedback from his students, and there is no interaction between students either.

2. **Teacher-Student-Teacher Interaction Patterns**
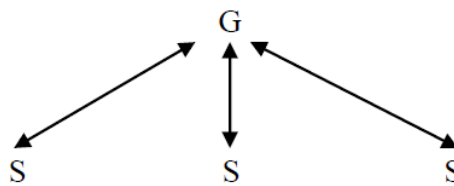
This communication is called interaction because teacher who interact with students get feedback from their students, but no interaction occurs between one student and another.

3. **Teacher-Student-Student Interaction Pattern**
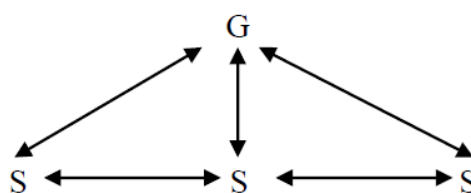
In this communication pattern, teacher who interact with students get feedback from their students as well, and among students, there is also interaction so that students can help each other in the learning process.

4. **Teacher-Student, Student-Teacher, Student-Student Interaction Patterns**
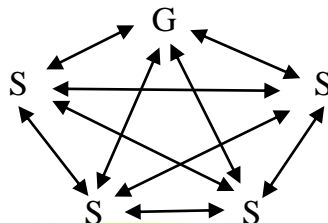
This communication pattern is referred to as a transaction (multi-directional). Here, teacher who interact with students get feedback from their students, and interaction occurs between one student and another so that they can help each other in the learning process. There is also reciprocity among these students. This learning pattern is considered very optimal in the learning process because both teacher and students with students can interact and provide feedback.

5. **Circular Interaction Pattern**
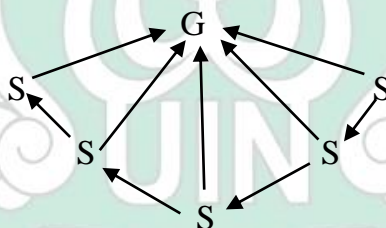
In this interaction pattern, the teacher gives time to take turns to students to express their opinions. In this case, students are not allowed to talk twice before getting their turn to express their opinions.

D. **Teacher-Student Interaction of Early Childhood English Language Learners**

The interaction that occurs between teacher and students in early English language learners is a two-way communication that occurs between teacher and students in the process of teaching and learning English in early childhood. This interaction can be in the form of verbal communication, nonverbal communication, and social interaction. Classroom interaction in English Young Learners (EYL) is different from the interaction that occurs in higher grades.

The main difference that occurs at each level is the teaching method. As Cameron explains, some of the differences when teaching English are immediately obvious, where these differences can arise from the linguistic, psychological, and social development of the learners, so teacher need to make adjustments to the way of thinking about the language to be used and the activities used (Cameron, 2005). In terms of teaching, teacher must also pay attention to the characteristics of children who are very different from adolescents or adults. Therefore, English teacher who teach young learners need to create a lesson that suits the characteristics of their students so that learning is more meaningful and learning objectives can be achieved. One of the efforts that can be made by teacher is to create an interaction between teacher and students during learning.

1. **The Teaching Process of Elementary-Age Students in English Language Learning**

Elementary-age students have unique characteristics and are different from other age groups. In learning English itself, teacher need to consider the characteristics of elementary-age students. By understanding the characteristics of students, teacher can design more effective and enjoyable learning. Cameron, in his book "Teaching Languages to Young Learners," says some theories from developmental psychology theorists that can help in the process of teaching young learners, especially in learning English, as follows:

a. Piaget

Piaget, in his theory, explains his view of children, namely, children can learn well if they can do it directly because, according to him, the knowledge gained from these actions is not imitated or brought from birth but is actively constructed by the child (Cameron, 2005). That means children can actively develop their understanding through interaction with their environment. They will see what other people are doing, which will lead them to knowledge and experiences that they can learn by understanding the actions of others. The key to this theory is

that the ability to think in children is limited by their experience; therefore, in teaching English, according to this theory, teacher need to do more activities or practice for young learners than learning through theory.

b. Vygotsky

In this theory, Vygotsky says that children's learning abilities can develop through social and cultural interactions. According to him, people who are around them can help children to do and understand more things than the child does alone (Cameron, 2005). This is also included in the instruction and mediation that characterizes human intelligence, according to Vygotsky. In addition, Vygotsky also made an idea called ZPD (Zone of Proximal Development), where, according to him, a child's intelligence is not measured by what the child can do because of his own knowledge, but the child's intelligence is measured by what the child can do from the help he gets from others. In the learning process, Vygotsky revealed that with help from others and language in different ways, the child's knowledge can gradually move from dependence on others to independent action and thinking. For example, in learning a new language, the main thing used by teacher and students is knowing in a meaningful way, then later transforming and internalizing into part of the skills or knowledge in the child's individual language.

c. Bruner

Bruner, in his theory, explains that children or students can learn effectively when they can be actively involved in the process and discovery of their own knowledge (Cameron, 2005). In his theory, Bruner also applies a concept called scaffolding (stages). According to him, good scaffolding is tailored to the needs of the child as the child's competence increases. Currently, scaffolding is also used in learning by teacher in the classroom and in teacher and student conversations. Wood

in Cameron suggests that teachers can design their students' learning in various ways (Cameron, 2005):

1) Paying attention to what is relevant by giving suggestions, praising, and providing a focus for activities.

2) Adopting the use of strategies, such as giving exercises and providing clear or structured reminders.

3) Remembering the whole task and goal, with repetition activities, using models, and dividing into parts of the whole.

The key in this theory is to do routines because, according to Bruner himself, routines that are carried out every day can provide opportunities for language development in children. Routines can also offer several variations and updates that can involve more complex language development because they allow children to actively understand new language from experiences they already know and provide space for language growth. Therefore, from this routine, there will be many possibilities for children to develop their language skills.

2. Ideal Interaction Pattern of Elementary Teacher and Students in English Learning

The ideal interaction pattern between teacher and students in English learning is one that creates an active, fun, and effective learning environment. Through this ideal interaction pattern, it is hoped that teacher can help students learn English better and make the experience enjoyable for students. To create this ideal interaction pattern, a good classroom management strategy is needed. Quoting from Edutopia, Alber states that there are ten main points that teacher must do when doing classroom management, including (Alber, 2011):

a. Build Community. Building caring relationships with students is the beginning of building good classroom management. Building a good relationship between teacher-student, student-student, and the classroom community can reduce problems in student behavior in classroom interactions.

b. Design a Safe, Friendly, and Well-Managed Classroom Environment. A comfortable learning environment can help students to create a positive learning community. When students enter the classroom, they should feel like they have an assignment to complete. Teacher can provide easy access for students to complete their assignments and a place to submit their assignments.

c. Include Students in Creating Rules, Norms, Routines, and Consequences. According to Alber, rules are different from routines and norms. According to him, rules have consequences, while routines and norms are only limited to reminders. In this classroom community, teacher and students need to make a rule that must be implemented in their classroom, but this rule cannot be treated the same as a routine. As for routines, the procedure is carried out with some time; to do so requires extra effort to explain to students, and teacher must also provide examples of every behavior. This is because whether it is a routine or a rule, students must first know what the rule looks like and its examples.

d. Create a Variety of Communication Channels. There are many ways to communicate. The more methods that are used, the better the communication will be. In teacher-student communication, the more ways students can interact with the teacher, the better the learning in the classroom. As for communication between students and students, teacher can make them study in groups with a note that the groups created must be changed frequently to prevent the emergence of restrictions on interaction between students.

e. Always Be Calm, Fair, and Consistent. Building good classroom management requires trust. A teacher who is calm, fair, and consistent is one who can be trusted. Because as a teacher, every time you enter the classroom or when teaching, you must always show compassion, care, patience, and self-control. That is because every student will definitely see what the teacher is doing, even if the teacher thinks that the student is engrossed in his or her task. They will still be able to

observe, listen, learn, and repeat what they have seen and done by the teacher. Therefore, under any circumstances, the teacher must still show good character in front of his students.

f. Know the Students You Teach. As a teacher, knowing your students' backgrounds is very important. Because of this, teacher can understand each of the characters possessed by their students, and teacher can easily overcome problems that may arise later. And teacher can also easily understand children even if they are difficult to understand.

g. Address Conflict Quickly and Wisely. A teacher must be able to overcome problems that occur either between teacher and students or between students with each other because, if left unchecked, this will be a boomerang for the classroom community itself. If there is a problem between the teacher and the student, the teacher must still use a positive approach by inviting him to chat one-on-one, but if the problem occurs between two students, the teacher must be neutral while finding a solution to the problem.

h. Integrate Positive Classroom Rituals. Doing positive activities in the classroom. Before the lesson starts, the teacher can ask the students to gather together to do an activity, such as telling a story together about something good that happened yesterday or a celebration or event that might be held in the next few days; the teacher can also ask students to describe how they feel that day. This is done to create togetherness in the community so that no student feels ignored.

i. Keep It Real. Teachers can combine learning methods with something real. Teacher can teach about skills, concepts, and knowledge according to the real life that students experience. This is so that students not only learn the lesson as knowledge at school but also apply it in their daily lives.

j. Partner with Parents and Guardians. The last point made by teacher in creating good classroom management is by collaborating with parents. Actually, it is not an easy thing to do, but inviting parents to work

together can also provide better benefits for the student's learning process.

3. **Barriers for Teacher-Student Interaction of Early English Learners**

As explained earlier, interaction between teacher and students is an important factor in learning English, especially in early childhood. Positive and effective interaction can help children learn English better and can make learning English a fun experience. However, there are some barriers that must be faced in this learning process, according to Dimyati and Mudjiono (2010) in Roinah, who stated that learning barriers come from two factors, namely internal and external factors (Roinah, 2019). Internal factors consist of attitudes towards learning, learning motivation, learning concentration, ability to process learning materials, ability to store learning outcomes, explore stored learning outcomes, achievement ability, student self-confidence, intelligence and learning success, learning habits, and student goals. Meanwhile, external factors consist of teacher as coaches for students in learning, learning facilities and infrastructure, assessment policies, the social environment of students at school, and the school curriculum.

Apart from the learning factors above, children also face barriers in the stages of language learning, especially in English. According to the Admin in the LIA language institute, there are several factors that can make children experience barriers in learning English, among others: 1) Different ways of pronouncing and writing, 2) Lack of interest in learning English, 3) Lack of vocabulary, 4) Uncomfortable with the classroom atmosphere and fear of being wrong, 5) Limited learning environment, 6) Students who are too dependent on the teacher, and 7) Incompetent teacher (Admin, 2022).

Apart from internal and external factors, according to Kirk and Gallagher (1989) in Tambunsaribu and Galingging (2021), there are four other factors that can cause students to feel difficulties in learning languages (Tambunsaribu & Galingging, 2021):

a. Physical condition factors. Where in this case, the disorders that usually occur are visual, hearing, balance and spatial orientation disorders, low body image abilities, hyperactivity, and malnutrition.

b. Environmental factors. Usually caused by a less supportive family, community and school environment, it can hinder the process of mental and social development and will have an impact on student academic achievement.

c. Motivation and affection factors. These two factors can cause children to have difficulty in learning, which can occur due to a lack of self-confidence by the child, so the child will often fail in lessons and will cause an inferior attitude, which can later lead to negative thoughts in the child.

d. Psychological condition factors. Conditions that are usually caused by this factor include disturbances in attention, visual perception, hearing, motoric, inability to think, and slow language learning ability.

According to Lena, et al. formulated several barriers faced by elementary school students in learning English at school, including 1) Lack of media to support English learning at school, 2) Lack of health in students, 3) Children find it difficult to learn English because they are new to the language, 4) Many students have not mastered the four language skills, 5) Students find it difficult when using an English dictionary, 6) Friend delinquency factors that make students become insecure, and 7) The lack of motivation that students have because they still think that English is not important (Lena et. al., 2023).

Not only from students, but teacher characteristics can also affect students, as revealed by Ahamadi and Supriyono (2004) in Tambunsaribu and Galingging (2021), who said that the characteristics of a teacher can also cause learning difficulties in students, such as 1) Teacher who lack competence or ability in teaching lessons and in choosing the methods to be used, 2) Teacher who are lacking in building interactions with their students, resulting in poor relationships, and 3) Teacher who demand the success of

their students too high and above the abilities possessed by their students (Tambunsaribu & Galingging, 2021).

So, from several opinions of experts related to several factors that can cause learning difficulties in students above, it can be concluded that the main factors that can cause learning difficulties in students are through internal and external factors. Where these internal factors can occur from the students themselves, such as motivation, concentration, language skills and others. Meanwhile, external factors mean that it comes from outside the student, such as the environment, family, society, and friendships. From these two factors, students can experience difficulties in learning, for example, in terms of understanding lessons, receiving and how to apply the lessons obtained. As a result of these learning difficulties, students can have poor learning achievements and cannot even pass according to the achievement standards that have been set.

E. Previous Study

There are several journals and previous research related to this research topic. The following are some of the findings from journals and previous research that are in accordance with the topic of this research:

The first study entitled "An Investigation of Teacher-Student Verbal Interaction in An Indonesian EFL Classroom: A Flanders Interaction Analysis Category (FIAC) System," written by Ainun Pratiwi and Rahmah Fithriani from the Journal of Language in 2023. This study aims to examine the nature and level of classroom interaction using the Flanders Interaction Analysis Category System (FIACS), especially in analyzing interaction pattern between teacher and students, as well as the role of teacher in a public high school located in Medan, Indonesia. The method used in this research is qualitative research method. The participants in this study were 36 eleventh-grade students and an English teacher. Data was collected using observation sheets, video recordings, and interviews with teachers and some students, and the data collected came from conversations between teachers and students during two 60-minute class meetings. According to the findings or results of the study, the interaction that

occurs in EFL classes consisting of ten FIAC components produces a pattern of interaction between teacher and students in the classroom with two-way communication, but with a percentage of teacher talk that is more dominant. It happens with the teacher who gives open-ended questions to be more dominant, and students can only respond when the teacher orders it. From this study, the role of the teacher can also be identified into five roles, namely where, during the interaction in the classroom, the teacher's role is as a controller, motivator, resource, assessor, and organizer.

The second research was conducted by Suryani Kurniawi Kahi Leba Kapoe with the title "Analysis of Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) in English Class-UNKRISWINA SUMBA" in the Journal of English Language Learning (JELL) in 2021. The purpose of this study was to determine the percentage of talk time between teacher and students during classroom interactions and the characteristics of teachers and students during language classes at Unkriswina Sumba using FIACS. This study used qualitative methods, with the participants being English teachers in English classes who have been teaching for more than five years and four years as the subjects. Data collection was used in this study through observation and observation sheets, recording, transcription, coding, and analysis. The results of this study found that the ratio of teacher talk was dominant at 82.51%, with the ratio of indirect teacher talk at 51.57%, the ratio of direct teacher talk at 30.94%, the ratio of student talk at 13.00%, the ratio of silence and confusion at 4.48%, and the ratio of direct and indirect talk at 166.6%. It means that the indirect talk that occurs in the classroom is more dominant than direct talk, and the most dominant characteristic in classroom conversation is cross-content at 85. It shows that most of the interactions that occur in class during learning time are questions, lectures, and praise. The results of this study are expected to enrich the knowledge of students, lecturers, and other language learners while in the classroom; both lecturers and students must have the willingness to participate more in the interactions that occur in the classroom.

The third study, entitled "Class Interaction Analysis in English Learning Based on Flanders Interaction Analysis Category System (FIACS)," was written by Danti Novianti, Hijrah, and Nunung Anugrawati in English Language Teaching Methodology in 2023. This study aims to describe the various types of interactions that occur between teacher and students in the classroom and identify the dominant conversations that occur during these interactions using the Flanders Interaction Analysis Category System (FIACS). The method used in this research is the descriptive qualitative research method. The participants of this study were an English teacher and 17 students who acted as research participants. The data collection technique used in this research is observation or video recording. From this study, it can be concluded that teacher talk in the classroom is more dominant. It was indicated by the teacher's talk as much as 58.70%, while student talk was only 30.34%, and based on the type of interaction that occurred in the classroom, student involvement was only 30%, while silence included as much as 10.94%. From these results, it can be ascertained that teacher talk is more dominant than student talk in the classroom.

From some of the above studies, it can be concluded that the Flanders Interaction Analysis Category System (FIACS) is an effective analysis technique for analyzing classroom interactions. Therefore, this research focuses on classroom analysis using the Flanders Interaction Analysis Category System (FIACS). The purpose is to find out how many proportions and pattern of verbal interaction between teacher and young learners in English language learning in class 3 SDIT Nusawungu based on FIACS analysis and the barriers of verbal interaction that occur between teacher and young learners in the classroom. This research is field research using the descriptive qualitative research method. In addition, this study will also collect research data through observation, and interviews. Based on the previous research above, we can conclude that the results of the analysis of classroom interactions carried out using the Flanders Interaction Analysis Category System (FIACS) show that the interactions that occur in the classroom are still dominated by teacher and most of these studies are conducted in secondary schools. Therefore, the researcher chose to analyze

this research using the Flanders Interaction Analysis Category System (FIACS) in primary grades in order to add a study of this type of research, which is considered to have differences with interactions that occur in secondary schools. This research study is also expected to provide recommendations for improving methods in English language learning to be more communicative during classroom learning.

CHAPTER III
RESEARCH METHODOLOGY

This chapter provides an overview of the methodology of this research. It focuses on the type of research, data sources, data collection techniques, data analysis techniques, and data validity.

A. Type of Research

The purpose of this study is to determine the pattern and proportion of verbal interaction between teacher and young learners in English language learning in class 3 SDIT Nusawungu based on FIACS analysis, as well as to determine the barriers that occur in the process of interaction between teacher and young learners in the learning process. This study uses a mixed-method research method by combining descriptive qualitative and descriptive quantitative methods to answer the research questions. The researcher believes that this research method is the best method to examine the proportion and pattern of verbal interaction between teacher and young learners and the barriers that occur in learning English at SDIT Nusawungu. This research method was chosen because qualitative research adheres to the phenomenological school, which focuses on describing and understanding the observed social symptoms or phenomena, not only from the researcher's point of view but also from the point of view of the subject under study (Hardani et al., 2020). Meanwhile, quantitative research was chosen because it also emphasizes the analysis of numerical data (numbers), which are then analyzed using appropriate statistical methods (Hardani et al., 2020).

The main instruments used in this research are direct observation and interviews to obtain data. This research conducts direct observation, where the researcher participates in the field with as open a mind as possible and allows expressions to arise; then, the researcher will check and check the data obtained from several existing sources (Hardani et al., 2020). Furthermore, the data from direct observation will be analyzed and processed into percentages or ratios

using descriptive statistical methods. Therefore, the reason for choosing this research method is its purpose. This research aims to obtain in-depth information related to interaction pattern and barriers that occur during the English language learning process at SDIT Nusawungu from the perspectives of both researcher and English teacher.

The information collected and the literature available will provide a basis of understanding for this research. They can help provide reasons and suggestions for the problems teacher and young learners face in learning English. Teachers' expectations and perceptions of English language learning were also used to ascertain the barriers. Researcher used interviews that aimed to determine the actual conditions in the field and could find data from English language learner teacher and some 3rd-grade students of SDIT Nusawungu (Hardani et al., 2020). The focus of this research is on the interactions that occur in the classroom between teacher and students as a means of explaining the problem process related to the proportion and pattern of classroom interactions, which is done by observing the actual situation that occurs in the classroom during the learning process.

B. Time and Location of Research

This research will be conducted in April 26th until May 26th 2024, and the location is at Nusawungu Integrated Islamic Elementary School (SDIT) located at Mandiri Complex, Jl. Jenderal Sudirman, Nusaori, Nusawungu, Nusawungu Sub-district, Cilacap Regency, Central Java, 53283.

The reason for choosing this location is because it is one of the private elementary schools in Nusawungu Sub-district, Cilacap Regency, which has implemented English language teaching since the lower grades. SDIT Nusawungu is also one of the private schools that implement the International Curriculum, so the school implements a bilingual program for its students. SDIT Nusawungu is also known to have attended various trainings on English teaching methodology for its teacher. Thus, it is hoped that the research findings in this school can represent a relatively good picture of verbal interaction between teacher and primary school students in the context of primary-level

English language learning. The results are also expected to have useful implications for the development of teaching methods, especially for other primary school English teacher.

C. Subjects and Objects of Research

1. Research Subject

The research participants involved a 3rd-grade teacher who taught English and 3rd-grade students of SDIT Nusawungu in International Curriculum, totaling 15 students. The purpose of taking teacher participants as the subject of this study is because the participant is a teacher who already has enough experience to teach English, especially at the elementary school level, so the pattern for interaction has been formed while in class. The purpose of taking 3rd-grade student participants as the subject of this study is because the participants are already at the right age and maturity stage to observe their verbal interaction patterns in English language learning. In addition, grade 3 students who are included in active students make it possible to gain more insight and knowledge because they are considered more varied, which allows this study to explore the interaction patterns of English learning using FIACS thoroughly. This also allowed the author to illustrate English teaching support better to improve students' English proficiency.

2. Object of Research

The verbal interaction between teacher and students during the English learning process in the classroom and the barriers that occur between teacher and students in learning English at SDIT Nusawungu are the objects of this research.

D. Data Collection Methods

The data collection method is a strategic step that occurs in research because its main purpose is to obtain data. In this study, direct observation and interviews were conducted with participants relevant to the research focus, namely English teachers and grade 3 students.

1. **Observation**

   This observation method has an important role in research data collection because it can find effective interactions with natural research backgrounds. According to Sukmadinata (2005) in Hardani, observation is a technique for collecting data by making direct observations of an activity (Hardani et al., 2020). The implementation of observation itself includes systematic recording of events, behaviors, objects that are being observed and other things needed to support the research being conducted (Sarwono, 2006). In this study, the research was conducted directly by observing English language learning in grade 3 at SDIT Nusawungu to observe classroom conditions during English language learning. Observations were conducted with a focus on the interactions that occurred in the classroom, where the teacher and grade 3 students were the participants and objects observed in the study. Observations were conducted in the form of systematic observations according to the theory of Hardani et al (2020). Observations will be conducted for 3 meetings in English class. The instruments that will be used during the observation process are field notes containing FIACS category checklists, which will be marked by the researcher according to the interactions that occur in the classroom, as well as video recording devices. The following information is related to the observation checklist that will be used:

Table 3. 1 Coding Framework of Data Analysis

No.	Category	Code
1.	Accepting Feelings	1
2.	Praising and Encouraging	2
3.	Accepting or Using Student's Ideas	3
4.	Asking Questions	4
5.	Lecturing	5
6.	Giving Direction	6
7.	Criticizing or Justifying Authorities	7
8.	Student Talk – Response	8
9.	Students Talk – Initation	9
10.	Silence or Confusion	10
11.	Teacher	T
12.	Student (1,2,3, etc)	S1, S2, S3, etc.

The purpose of making observations in this study, namely:

a) To find out the interaction pattern that occur between teacher and students in the classroom. By making direct observations, researcher can see firsthand how interactions occur, who is most dominant in the classroom, how the effectiveness of learning methods and activities used by teacher to encourage interaction with students and get information related to the context of the classroom situation that can affect the pattern of teacher and student interactions.

b) Can directly identify the types of interactions that occur.

c) Can see firsthand the barriers that arise in the interaction between teacher and students and the factors that cause them, such as language barriers or differences in learning styles.

2. **Interview**

This interview method is carried out to obtain data or information that is not obtained through observation because not all data is contained in

observations, so researcher need to ask participants several questions to get other information (Raco, 2010). This interview will conduct by oral question and answer with the teacher and several grade 3 students as the object. The interview will conduct in a semi-structured form where the questions were made in advance and later could be developed again by the researcher. This interview will conduct after observing classroom interactions conducted in class 3 with the teacher. The instrument in the interview is a small note containing an outline of the research topic that will be asked of the participant, which has been previously prepared, and if later the researcher finds interesting answers that arise, the researcher can develop further questions for the participant. In the process, this interview was also recorded using audio with the permission of the participants and the confidentiality of the data. The results of these interviews will later be transcribed, analyzed, and separated using coding to make it easier to separate which data is needed, which is supporting data, and which is non-data. The purpose of conducting interviews is:

a) To gather information and teachers' perspectives on classroom interaction pattern, strategies used to facilitate interaction, and challenges faced.

b) To get an understanding from the student's point of view regarding interactions with teacher, barriers experienced in interacting, and their expectations of ideal interaction pattern.

c) To obtain background and context information that is not observed during observation, such as the teacher's teaching experience, the teaching style that is usually applied, the student's English language ability, and so on.

d) To clarify and obtain further explanations related to the findings from the observation of classroom interactions and to identify the supporting and inhibiting factors for effective interactions between teacher and students based on the participants' perspectives.

E. **Data Analysis Method**

This data analysis method is a way to process the results of observations and interviews. This processed data can later be interpreted and produce a new thought, opinion, theory, or idea based on the research pattern and theme. Because this research uses mixed methods, it will present quantitative data analysis followed by qualitative data collection and analysis. Then, the results of both will be integrated. In the first step, the research data was analyzed using the Flanders Interaction Analysis Category System (FIACS) theory to obtain comprehensive information about classroom interaction between teacher and students in EFL classrooms. In analyzing the data using FIACS, this study found the dominant categories and flowcharts from matrix analysis to determine the learning interactions occurring in EYL. After the observation checklist has been fulfilled, video transcription analyzes the relevant information. Quantitative data were analyzed using descriptive analysis to analyze the results of the observation checklist. The descriptive analysis used in this study will be in the form of frequencies and percentages. To calculate the percentage of each category, researchers used the formula (Malik & Chusni, 2018):

$$P = \frac{F}{N} \text{ x } 100\%$$

Description:

P: Percentage

F: Category frequency

N: Number of frequencies (total of all categories)

Furthermore, the percentage results will be explained in detail regarding what interactions occur in the classroom during the learning process, which will be adjusted to the categories in the FIACS method. Then, the results of the transcription will also be presented in matrix form so that a flowchart can be obtained that can be used to see the interaction pattern that occur. This analysis will be done by determining pairs of categories, which will then be calculated as the frequency of each pair. The way to determine the pairs is by looking at

the interactions that occur in the first and following categories, which can be called initiation and response. For example, interaction in category 4, called initiation, is followed by category 8, which means response in these two categories can be calculated one point for the frequency of pairs 4-8 in the matrix. This calculation is done from the beginning to the end of the dialog in the transcript. Here is an illustration to understand the matrix:

$$1^{st}\text{ pair}\quad 3^{rd}\text{ pair}$$
$$\overset{\frown}{4\quad 8}\quad \overset{\frown}{4\quad 8}\quad 3\qquad \text{(category number)}$$
$$\underset{2^{nd}\text{ pair}}{\smile}\quad \underset{4^{th}\text{ pair}}{\smile}$$
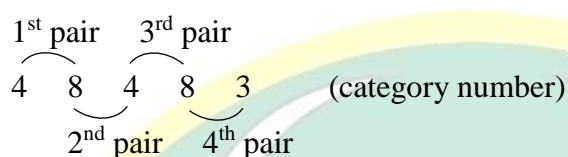
The picture above shows that the first pair represents the 4-8 pair, which means one point. The second pair is represented by the 8-4 pair, which means one point, and the third and fourth pairs which are represented by the 4-8 and 8-3 pairs, each of which counts one point. Then, the number of points will be summed up in a matrix table with 10 rows representing the initiation or first category and 10 columns representing the response or second category.

Furthermore, the results of the interviews will also be converted into transcripts, summarized, and analyzed to be categorized to be relevant to the existing themes. Then, the data will be analyzed to find similar aspects in each category. This will later be referred to as the teacher's opinion on the interaction and teaching of English language learning in EYL. After determining the relevance of the interactions that occur, the data will be organized to support the previous data related to the description of classroom interactions in English language learning in EYL, and conclusions can be drawn regarding the interaction patterns. Furthermore, the results of the interview transcripts are also analyzed to find barriers teacher and students face in classroom interaction so that it can be concluded what barriers occur during the learning interaction process.

F. Data Validity

Data validity in mixed-method research needs to be done to determine the accuracy and credibility of the research results. This study will use data validity for data triangulation, specifically method triangulation. Data triangulation is a

data validity technique that uses several data, theories, and analyses and involves many researcher (Raco, 2010). In other words, this data triangulation means that the researcher will later check the results of his findings by comparing them with various data, sources or theories, methods or analysis, and other researcher. According to Moleong (2013) in Pahleviannur, method triangulation is a type of data validity that is carried out by checking the use of methods in data collection and whether the data sources obtained have the same or different results when conducting interviews and observations (Pahleviannur et al., 2022). According to the researcher, this type of triangulation is suitable for this study because the researcher will validate the research data through classroom observations and interviews conducted with the 3rd-grade English teacher and also some 3rd-grade students at SDIT Nusawungu.
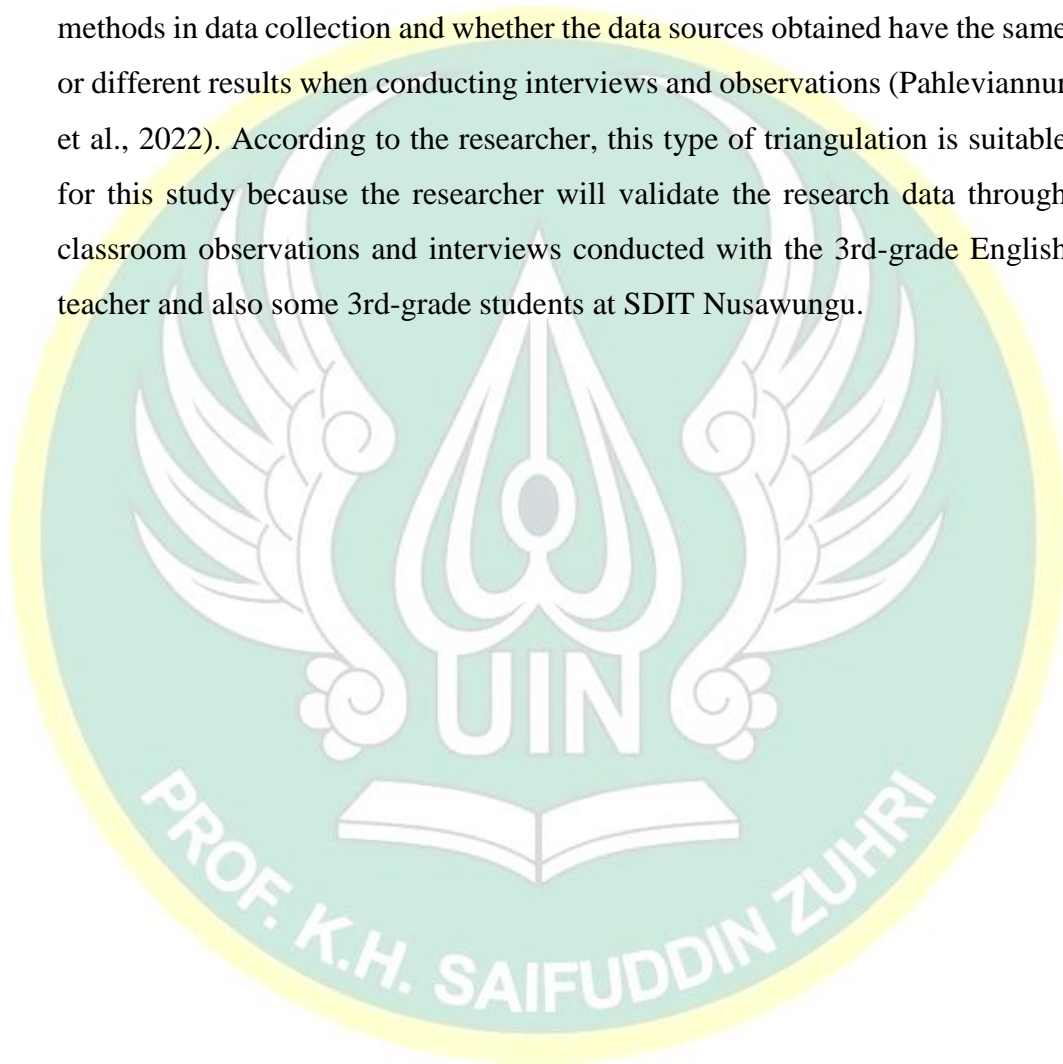
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes and discusses the research results, presenting findings and discussions that are adjusted to the theory to answer research questions. The research findings show the results of two types of collected data: observations and interviews.

A. **The proportion and pattern of verbal interaction between teacher and young learners in learning English in class 3 SDIT Nusawungu based on FIACS analysis**

1. **The Proportion of Verbal Interaction Based on FIACS Analysis**

The implementation of this research was carried out in class 3 at SDIT Nusawungu in the process of learning EFL with the International Curriculum. This research was conducted during three class meetings to describe the interactions that occurred between teacher and students through the FIACS system. After this research was conducted, the results showed that every interaction that occurred in the classroom included teacher talk, student talk, and silence or confusion, as shown in the checklist observation analysis, which consisted of all FIACS categories. From the results of the checklist, the data obtained is then calculated to find out which speaker dominates the learning process and what kind of interaction occurs.

Table 4. 1 Classroom Interaction

		Categories	1st Meeting		2nd Meeting		3rd Meeting		Total
			F	%	F	%	F	%	
Teacher Talk	Indirect Influence	Accepting Feelings	2	0.52	4	0.86	2	0.74	59.39%
		Praising and Encouraging	22	5.76	8	1.71	10	3.70	
		Accepting or Using Student's Ideas	53	13.88	28	5.96	35	12.92	
		Asking Questions	79	20.69	73	15.54	61	22.50	
	Direct	Lecturing	11	2.88	15	3.19	15	5.54	
		Giving Direction	46	12.04	126	26.81	33	12.17	
		Criticizing or Justifying Authorities	15	3.93	23	4.90	6	2.21	
Total (Teacher Talk)			228	59.69	277	48.29	162	59.78	
Student Talk		Student Talk – Response	93	24.34	150	31.92	71	26.19	36.60%
		Students Talk – Initation	44	11.52	22	4.69	31	11.43	
Total (Student Talk)			137	35.87	172	36.60	102	37.63	
Silence			17	4.45	21	4.46	7	2.59	4%

Based on Table 4.1 above, the most dominant talk is teacher talk when compared to student talk and silence or confusion. This can be seen from the calculation results, wherein in the first meeting, teacher talk amounted to 56.69%. In the second meeting, teacher talk amounted to 48.29%, down from the previous meeting. However, in the third meeting, there was an increase, slightly more than in the first meeting, which amounted to 59.78%. This difference can occur due to different learning objectives at each meeting; in the first meeting, the teacher repeated the material about cave paintings that had been learned in the previous meeting, while in the second meeting, the teacher introduced students to what and what was done in the hospital, then in the third meeting the teacher introduced and taught students about fingerspelling. The difference in the increase in teacher talk occurred due to the method used by the teacher to

introduce the material to students. In the first meeting, the teacher used the question and answer method, while in the second meeting, the teacher used the games method, where students became more active. In the third meeting, the teacher directly applied practice or direct learning to students. Therefore, there is a difference in each teacher's talk because of the method used by the teacher. However, when compared to student talk and also silence or confusion, teacher talk remains the most dominant result at 59.39%. While student talk is only at 36.60%, and silence or confusion is only at 4%.

This result is the same as in some previous studies, for example, a study conducted by Pratiwi and Fithriani (2023), who found that the percentage of teacher talk was more dominant. This happened because the teacher asked more questions, and students could only respond when the teacher gave orders. Research conducted by Kapoe (2021) also showed the same results, namely teacher talk of 82.51%. It is shown that most of the interactions that occur in class are questions, lectures, and praise. The last finding, namely research conducted by Novianti et al. (2023), also produced the same conclusion that teacher talk was more dominant, namely as much as 58.70%. From some of the research results above, it can be concluded that teacher tend to dominate the interactions that occur in the classroom. This can happen because teacher still use one centre, namely learning, that is still centred on the teacher as the main focus in delivering material. In this case, the teacher also lectures more, including asking questions. Asking questions is the most common category or most often used by teacher in the classroom to create an interactive class and measure the level of student understanding (Flanders, 1970). This opinion is also in accordance with the results of research from Pratiwi and Fithriani (2023), where asking questions is done to measure student activeness because if it is not applied, students will tend to be more passive (Pratiwi & Fithriani, 2023). In addition, asking questions to students can also stimulate students to be active during the learning process so that the teacher can measure students'

understanding of the material presented. This research has two reasons why teacher talk becomes more dominant in the classroom.

First, teacher are more likely to still use the Teacher-Centered method. Quoting Altino and Hermawan (2020) said that a teacher plays an important role in delivering teaching materials to students. In addition, this method is still widely used because it can increase understanding and provide satisfactory results for student learning outcomes. In addition, but this teacher-centred method can also make the classroom atmosphere more conducive so that the teacher delivering the material will be more easily accepted by students (Altino & Hermawan, 2020). This can also be proven from the results of interviews conducted with teacher, as follows:

Excerpt 1:

Yes. It is undeniable that sometimes learning still uses the Teacher-Centered method. *(Interview T)*

In addition, the teacher also has a strong reason why he still applies this traditional method. It is not that there are no other methods; indeed, many methods can be used, but to introduce the material for the first time, it would be better to use the method above. However, a further explanation of this is that the teacher-centred method is only used when delivering the material. The rest of the time, the teacher will ask the students several questions in order to attract student participation in classroom interaction. The teacher can also vary it with other methods, such as playing games, listening to stories or singing. This can be proven by the teacher's statement as follows:

Excerpt 2:

In essence, if teaching English to children can be with the concept of learning by doing. So, as a teacher, you can create English learning with fun activities such as learning through games, listening to stories, singing or other interesting activities that make children excited and not bored. *(Interview T)*

From this statement, we can know that to teach foreign learning such as EFL, we can use various methods and even vary them with other

methods. It aims to make students, especially at the EYL level, better understand the language being learned and can be used in accordance with the target language. This is necessary because of the characteristics of children themselves, who are active and can develop their understanding through interactions that occur in the environment around them (Cameron, 2005).

Second, dominance in teacher talk can occur because motivation can be increased starting from the questions asked by the teacher. This is in line with the opinion expressed by Waruwu et al. (2023), who stated that teacher who often ask creative questions could have a positive impact on their students such as students will participate more in learning, students can become active when expressing their opinions, improve their communication skills, and can also arouse curiosity in students for the questions given (Waruwu et al., 2023). In addition, this is also supported by the teacher's statement as follows:

Excerpt 3:

Yes, by giving directions and asking a lot of questions to the children, it is hoped that it can increase students' full participation in the learning process and can improve students' thinking skills. *(Interview T)*

In the statement above, it can be concluded that teacher have her own reasons for asking students more questions because it can build student participation and can add confidence for students to express their opinions. Darmadi (2010) in Waruwu et al. also said that this questioning skill is a mandatory skill that must be mastered by a teacher because this questioning skill can have a positive impact on the development of student learning (Waruwu et al., 2023). In addition, interesting questions given by teacher can also increase motivation and improve brain performance in critical thinking. Asking questions can also make students more confident because they feel valued and that they are also participating in the learning process itself, which can generate enthusiasm in students. This can also be proven by the statement given by the teacher, as follows:

Excerpt 4:

Yes. The learning process and learning methods will greatly affect student engagement. For example, when the teacher asks a lot of questions in the learning process, students will indirectly participate a lot in the learning process itself. *(Interview T)*

The fourth statement shows that the teacher asks many questions to invite students to participate more in the learning process. This is in accordance with Waruwu et al. (2023), who said that the purpose of the teacher asking questions is not only to measure how well students understand the material presented but also to motivate students to show their activity when learning activities are taking place (Waruwu et al., 2023). Anum (2018) also added that teacher who ask questions in addition to motivating students are also to improve students' speaking skills, especially in foreign language learners (Anum, 2018).

In conclusion, in this study, teacher talk is the most dominant category because teacher still use traditional methods, namely teacher-centred and more questions to students. However, previous research says that the category of giving directions is the most used category. But in this study, the most dominant or most frequently used category is the category of asking questions, while the category that is rarely used is still the same as previous research, namely in the category of receiving feelings. In order to understand more about the classroom interactions that occurred in this study. The following are several sub-chapters that will explain each category in more depth.

2. **Interpretation of FIACS results (Teacher Talk)**

Teacher talk is a frequent part of classroom interaction. And this is also the most important part of analyzing the interactions that occur in the classroom. Teacher also play a very important role in teaching and learning, especially in terms of classroom management. Apart from being a messenger of knowledge, teacher also have several dominant roles, such as motivator, facilitator, counsellor, and mediator, so that the interaction and teaching and learning process in the classroom can run smoothly (Patiung,

2017). In addition, in the context of EYL, the ease and practicality of using the target language are also important goals. For beginner learners, as stated by Brown (2007) in Sundari, the main goal of language learning itself is to be able to understand and produce language in a controlled vocabulary (Sundari, 2017). Therefore, Richards and Rodgers (2001) in Puspitaningrum said that teacher is also responsible for classroom management in order to create a communicative atmosphere (Puspitaningrum, 2023). Because of its importance, this subchapter will discuss further how teacher talk occurred in this study.

Looking at Table 4.1 above, it can be seen that teacher used category four, asking questions to create interaction in the classroom, in three consecutive meetings. Compared to other categories, this category is more dominant than other categories, with a range between 26-37%. This is in line with research conducted by Pratiwi and Fithriani (2023), where the category that is mostly done is also in category four, namely, the teacher asks students questions, which aims to get varied answers from students (Pratiwi & Fithriani, 2023). In addition, Megawati's research shows that the most dominant teacher talk is asking questions that are intended so that students can be more active in interacting, especially with the teacher (Megawati et al., 2019). This category is the most widely used or the category that often appears in this study because it can be based on the characteristics of children; according to Vygotsky, namely, children can go through the teaching and learning process through the help of others and language in different ways so that children's knowledge can gradually move from dependence to independent thinking (Cameron, 2005). This category seems relevant to be used by teacher to provoke students not to be passive in class. This is also supported by the results of research by Kapoe (2021), who also said that teacher talk is more dominant than other categories, especially in asking questions; it is used by teacher to find out about the knowledge that has been received by students and how students learn styles. In addition, there is also a category that is the least or very rarely done by

teacher, namely accepting feelings where the results are only in the range of 0-1%; in three meetings, this category only appeared four times. This result is the same as previous research conducted by puspitaningrum (2023), where the results of this category only appeared at most six to eight times and is a category that is very rarely done. This can occur because of the large number of students in the class, so the teacher has more difficulty giving his attention to all students.

Furthermore, after determining the category of teacher talk that is most often done and least done. This study also looked at how dominant the teacher's talk was between direct and indirect talk. Flanders mentioned that direct talk includes accepting feelings, praising and encouraging, accepting or using student's ideas, and asking questions. As for indirect talk, it includes lecturing, giving directions, and critizing or justifying authorities. The results will be presented in the following table.

Table 4. 2 Teacher Talk

		Categories	1st Meeting		2nd Meeting		3rd Meeting	
			F	%	F	%	F	%
Teacher Talk	Indirect Influence	Accepting Feelings	2	0.52	4	0.86	2	0.74
		Praising and Encouraging	22	5.76	8	1.71	10	3.70
		Accepting or Using Student's Ideas	53	13.88	28	5.96	35	12.92
		Asking Questions	79	20.69	73	15.54	61	22.50
		Total	156	68.42	113	40.80	108	66.67
	Direct	Lecturing	11	2.88	15	3.19	15	5.54
		Giving Direction	46	12.04	126	26.81	33	12.17
		Criticizing or Justifying Authorities	15	3.93	23	4.90	6	2.21
		Total	72	31.58	164	59.20	54	33.33

After looking at Table 4.2, it can be concluded that teacher tend to use more indirect talk at the first and third meetings, while at the second meeting, teacher is more likely to use direct talk. This can be proven by the

results of the total percentage of indirect talk, which is in the range of 40-68%. This result is slightly higher when compared to direct talk, which is only in the range of 31-59%. That means indirect talk is more dominantly done by teacher in the classroom, but if you look again, the results of the two are not too significant because the difference between the two can occur depending on the use of methods used by teacher in class when delivering material. This proves that teacher actually try to stay balanced in doing both by applying what is needed in class. Because both are considered important and necessary to manage the class so that learning can run well and the desired goals can be achieved, the next sub-chapter will be explained in more detail regarding each category in indirect speech and direct speech.

a. **Indirect Talk**

Included in teacher talk, indirect talk conducted by the teacher should get a response from students. Flanders said that indirect talk itself is an action, such as giving instructions or conveying a fact to students, that is done indirectly by the teacher (Flanders, 1970). It is also done with the aim of involving students in learning actively, being able to express themselves, and being able to think critically. This opinion is also in line with Nasir et al. (2019), who stated that teacher talk is not only a medium with the aim of achieving learning objectives but also an instrument that can be used to develop interactions that occur between teacher and students in the classroom (Nasir et al., 2019). Furthermore, in this study, indirect talk tended to be more than the other three categories. This can be caused by two factors, the first of which is that the indirect talk category has a greater number of categories when compared to the other three categories, and the second is that by using indirect talk, teacher can provide opportunities for students to participate so that it can increase student interaction and motivation in English language learning (Nasir et al., 2019). Puspitaningrum (2023) also stated in her research which shows that indirect teacher talk is also more dominant, where the numbers are between 49-52% compared to direct

talk; this shows that the teacher indirectly encourages students to be more active and express their ideas and can further increase motivation and interaction in English language learning (Puspitaningrum, 2023).

In accordance with the data obtained in this study, the indirect speech categories that often appear in the interactions that occur are asking questions and accepting students' ideas. These two categories are considered good for improving student interaction and motivation in the classroom. As quoted from Solita (2021), it shows that, on average, students want to talk, starting with the teacher asking questions (Solita et al., 2021). In addition, also quoted from Ernst-Slavit and Pratt (2017) in Puspitaningrum also stated that asking questions can also increase more productive conversations for students (Puspitaningrum, 2023). Therefore, it can be concluded that asking questions has a positive impact and benefits for students, especially in increasing interaction and accuracy of target language use.

Indirect talk has four categories, namely accepting feelings, praising and encouraging, accepting or using students' ideas, and asking questions. Each category will be explained further as there are various forms and factors that trigger the occurrence of this category in classroom interactions. The full explanation is as follows:

1) Accepting feelings

In accordance with Flanders' theory, the category of accepting feelings is coded with code one and falls into indirect speech because, in this category, the teacher must be able to respond to the feelings or emotions expressed by his students indirectly (Flanders, 1970). Accepting feelings can also make students feel more valued and more comfortable during learning so that the material will be more easily accepted by students (Laelatunnuro et al., 2021). This category appears very rarely. Even in this study, this category only appears about two to four times. This category only

appears when the teacher finds students who are less focused during learning.

Table 4. 3 Classroom Interaction Accepting feelings
(2ⁿᵈ Meeting)

Excerpt 4		
Participant	**Classroom Verbal Interaction**	**Code**
T	S6 *kenapa? Kamu pusing?*	1
S6	No	8
T	Are you sleepy?	4
S6	Yes	8
T	*Kok ngantuk, kamu tidur jam berapa* S6?	1
S6	*Jam 12*	8
T	*Jam 12, ngapain?*	4

The fourth quote shows a teacher who was paying attention to a student and asked if he was sleepy while the learning was going on. The teacher realized immediately asked about the student's condition because he was not focused during the lesson. This situation was found in the middle of the learning time during the second meeting. The situation occurred when the teacher was giving an assignment to students to work on a problem, but when the teacher was walking around to see the students' work, the teacher saw a student who put his head on the table and did not work on the task given by the teacher. In dealing with this situation, the teacher showed a positive attitude where the teacher immediately approached the student who felt bad so that the student did not feel afraid. This is the same as Putri's (2014) statement in Nasir et al., which states that teacher who can accept their students' feelings positively will have a good impact on learning because then students will feel safer without fear of the criticism they will receive (Nasir et al., 2019). In addition, in this implementation, teacher try to create a safe and supportive learning environment where, later, students will feel comfortable expressing their feelings and emotions without having to fear criticism and grades. Furthermore, in this case, the

teacher can also build positive relationships and mutual trust with students so as to build self-confidence and self-esteem for students.

2) **Praising and encouraging**

Praising and encouraging are also included in indirect talk by entering category two; according to Flanders, this category refers to the teacher's actions in responding to student participation in a positive and constructive way, such as "Very good!" "Good effort!" or by giving applause as a form of appreciation (Flanders, 1970). In the data obtained in this study, when in class, teacher more often give praise with the words "Good Job!" "Nice!" and also gives good points about dealing with student actions in class. Teacher also often give praise while in class, especially when conducting questions and answers with students, and teachers will always give praise to students who successfully answer.

Table 4. 4 Classroom Interaction Praising and encouraging
(1st Meeting)

Excerpt 5		
Participant	**Classroom Verbal Interaction**	**Code**
T	*Untuk mengecat atau mewarnai, dicampur dengan apa*? We have to mix rock powder with? *Dicampur dengan apa kemarin*?	4
S6	*Air*	8
T	*Air*, good job S8	2

Table 4. 5 Classroom Interaction Praising and encouraging
(2nd Meeting)

Excerpt 6		
Participant	**Classroom Verbal Interaction**	**Code**
T	Stomachache?	4
S5	*Sakit perut*	8
T	*Sakit perut* good job S5	2

Table 4. 6 Classroom Interaction Praising and encouraging
(3ʳᵈ Meeting)

Excerpt 7		
Participant	**Classroom Verbal Interaction**	**Code**
T	*Kalau sakit gigi brarti apa?* Tooth?	4
S12	Toothache	8
T	Toothache okay good job	2

In excerpts five to seven, the teacher asks students questions according to the material that was learned in the previous meeting. The teacher always uses the word "good job!" to show appreciation to students who can answer questions correctly. The efforts made by the teacher are expected to increase students' motivation to be more active in learning and as a spontaneous appreciation. This is the same as stated by Rahmani et al. (2021), who said that simple actions taken by teacher by giving praise can have a big impact on student learning motivation and the response given by the teacher (Rahmani et al., 2021). In addition, they also added several conditions that teacher must understand when giving praise to their students. The first point that teacher must understand is to give a description of the good actions taken by students, not just saying "Good job!" but also praising what students have done, as in the example in Table 4.7.

Table 4. 7 Classroom Interaction Praising and encouraging
(1ˢᵗ Meeting)

Excerpt 8		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay everyone, how you feel about your performance yesterday?	6
S1	*Aku cape* Ms	8
S2	*Aku senang* Ms	8
T	Okay, yesterday is a good performance, *ya udah bagus banget performance nya*	2

In the eighth quote, it can be seen that before the meeting that day, an activity or an event was held at school, and students were required to perform to fill the event. The teacher showed

appreciation to his students by repeating what the students had done. This means that the teacher has shown appreciation for the efforts made by the students. The second point that teacher must understand is that teacher must give praise to the abilities and efforts shown by students, not to the abilities possessed by students. For example, as in Table 4.8

Table 4. 8 Classroom Interaction Praising and encouraging (2nd Meeting)

Excerpt 9		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, *sekarang diulangi sendirian, bareng-bareng ya*, one two three	6
Ss	Ear	8
T	Earache	5
Ss	Earache *sakit telinga*, head	8
T	Headache	5
Ss	Headache *sakit kepala*, cold *flu atau pilek*, toothache *sakit gigi,* stomachache *sakit perut*, cough (*kog*)	8
T	*Ayo bacanya apa tadi?*	4
T	Cough (*caf*)	5
Ss	Cough *batuk*, doctor *dokter*, ners *perawat*, fever *demam*	8
T	Okay good job	2

In the ninth quote, the teacher gave appreciation to the students after the students successfully repeated what was previously taught by the teacher, namely reading English vocabulary with its meaning. The third point is that the teacher must give praise to students according to the student's preferences. It must be remembered that when children are five to twelve years old, this is the age when children go to school. At this time, the teacher should be able to give praise according to their preferences because children have little focus time and to keep them in the same focus, the teacher must be able to give praise for what they do because then they will feel appreciated and their motivation and enthusiasm will also

increase (Bakhsh, 2016). An example in this study, when the teacher encourages the students, is in Table 4.9.

Table 4. 9 Classroom Interaction Praising and encouraging (3rd Meeting)

Excerpt 10		
Participant	**Classroom Verbal Interaction**	**Code**
T	(Teachers practice finger spells to students)	5
T	Okay S12 can you spell your name with finger spelling?	4
S12	Yes (students practice)	8
T	Okay good job, thank you	2
T	Okay *yang sudah selesai dikumpulkan ke depan*	6
T	*Ayo siapa yang mau lagi*, spell yourname with finger spelling?	4

In the tenth quote, the teacher gives a compliment to the student who successfully practiced fingerspelling by spelling his own name. This action must be done because giving praise like this and done in general can increase students' motivation to be more enthusiastic in learning and is in accordance with the characteristics of children in learning. So, in conclusion, by giving praise and encouragement to students, teachers can build students' confidence, motivation, and enthusiasm and can also facilitate the exchange of ideas so that students can participate actively and learning becomes more meaningful.

3) **Accepting or using student's ideas**

The third category in indirect speech is accepting or using students' ideas, where in this category, the teacher can repeat or support, modify or rearrange, draw conclusions or summarize, and compare the ideas given by students (Flanders, 1970). More simply, the teacher responds to build and develop ideas or ideas that come from students. In his book, Flanders explains that this category is often equated with the first category. Although both provide responses to students, this category usually appears after students have initiated it. In this study, this category is included in the

category that often appears second after asking questions, as can be seen in Table 4.10.

Table 4. 10 Classroom Interaction Accepting or using student's ideas (1st Meeting)

Excerpt 11		
Participant	**Classroom Verbal Interaction**	**Code**
S8	Tree *apa* Ms?	9
T	Tree? What is tree?	4
S6	*Pohon*	8
T	Yes, *pohon*	3
S3	Cave Ms?	9
T	Cave *itu goa*	3
S1	Ceiling Ms?	9
T	Ceiling *itu langit-langit*	3
S1	*Brarti ga ada goanya* Ms?	9
T	*Ga ada, kalo ada* cave *nya baru langit-langit goa*	5
S12	*Nanti diwarnain ga* Ms?	9
T	*Ya boleh nanti*	3
S5	Ms, Ms live *apa* Ms live?	9
T	*Tinggal*, live *tinggal*	3

From the eleventh quote above, the teacher shows that students can ask questions and can also respond to answers given by the teacher without fear. In the eleventh excerpt above, when a student asks a question, the teacher does not immediately answer it but invites other students to discuss, looking for answers; then, the teacher patiently answers the questions asked by students even though the questions given are vocabulary words that have just been learned. Instead of getting angry because the students had forgotten the material that had just been explained, the teacher still answered them calmly and even occasionally explained in more detail related to the follow-up questions from the students. From this, it can be given meaning if the teacher allows or indirectly includes students to contribute to learning. With this contribution, students' perspectives will become broader; not only can they understand the material, but students can also be more open so that they can help

each other, accept, and be more courageous in expressing their opinions (Novianti et al., 2023). It can be concluded that in this category, teacher can validate and utilize students' contributions in teaching to encourage, explore, and develop students' ideas further and create interactive and collaborative learning.

4) Asking questions

The fourth category, or commonly coded four in indirect speech, is asking questions. This category refers to the teacher's behaviour in the classroom when asking questions to students with the aim of eliciting thoughts, responses, or active participation from students during the learning process (Flanders, 1970). Similar to previous studies, this category is also the most dominant category compared to other categories. This can happen because teacher want to encourage active participation and student involvement in learning so that active and interactive learning can be created. Questioning skills are very important and must be mastered by the teacher because by asking questions, the teacher can achieve the desired learning objectives (Waruwu et al., 2023). Thornburry (1996), in Puspitaningrum, explains that asking questions is divided into two types of questions, namely referential questions and display questions (Puspitaningrum, 2023). A referential question is a type of question where the teacher does not know the answer and is usually used as a facilitator to create a communicative learning atmosphere. Display questions are a type of question where the teacher already knows the answer because this question often appears in accordance with the material that has just been delivered. Referential question types will usually often appear at the beginning or middle of the learning process. As in Table 4.11 below

Table 4. 11 Classroom Interaction Asking questions
(2nd Meeting)

Excerpt 12		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay chapter seven, I will learn about in the hospital	5
T	S6!	7
T	What is hospital?	4
S12	*Rumah sakit*	8
T	*Rumah sakit* okay	3
T	*Dirumah sakit kira-kira ada apa aja?*	4
S14	*Ada manusia*	8
T	*Bukan itu*	7
T	Who is work in the hospital?	4
T	*Shut!*	7
T	*Ayo siapa?* Who is work in the hospital? *Yang bekerja dirumah sakit biasanya siapa?*	4
S1	*Dokter*	8

In the twelfth quote, the teacher who just started learning with new material tries to ask students to measure how far the students' knowledge of the material to be learned. It can be seen in Table 4.11, where students already know that even though there are some children who may not match the answers expected by the teacher, the questions that teachers give to students when learning begins have a purpose, namely to attract students attention and focus when the learning process begins (Waruwu et al., 2023). In addition, but in other meetings, the teacher also asked questions in the middle of learning, as in Table 4.12.

Table 4. 12 Classroom Interaction Asking questions
(1ˢᵗ Meeting)

Excerpt 13		
Participant	**Classroom Verbal Interaction**	**Code**
T	Continue the question. I like painting and drawing on the walls and? *Saya suka melukis dan menggambar.* On the walls, *di dinding*, and bla bla bla of our cave	4
S2	Draw draw	8
T	*Kok menggambar?*	4
S3	Ceiling ceiling	8
T	*Aku suka melukis dan menggambar di dinding dan titik-titik di goa kita*	4
S3	Ceiling	8
T	Okay *betul*	3

The thirteenth quote shows that the teacher asked questions while completing a rumpang text together, where previously, the teacher had explained everything in the text to the students. This method is very often used by teacher because it can be used to measure the level of student understanding of the material that has been delivered. In addition, Waruwu et al. (2023) also said that the teacher's purpose for asking questions is not only limited to measuring students' understanding of the material but also to motivating students to be active in the learning process (Waruwu et al., 2023). In addition, asking questions can also encourage students to be more involved in the learning that occurs. This is in line with what Pratiwi and Fithriani (2023) said, which states that asking questions has the potential to further stimulate student involvement and activeness (Pratiwi & Fithriani, 2023).

Table 4. 13 Classroom Interaction Asking questions
(2ⁿᵈ Meeting)

Excerpt 14		
Participant	**Classroom Verbal Interaction**	**Code**
S9	*Demam*	8
T	*Dingin? Kalo demam apa harusnya? Demam apa? Ada yang tau demam?*	4
S12	Cold	8
T	Cold *itu apa*?	4
S8	*Pilek*	8
T	*Ya* cold *itu flu atau pilek*, good	2
T	*Sebentar Ms mau tanya kalo demam itu apa? Demam? Ada yang tau? Mas S12 tau? Demam* in English *apa?*	4
S12	Flu	8
T	*Fe?*	4
S8	Fever	8
T	Fever, yes good job *mas*	2

Furthermore, when asking questions, the teacher also has a goal of stimulating students to think critically. The teacher can provide a clue so that students can answer as expected. As evidenced in Table 4.13, it can be seen the teacher can ask questions by accepting the ideas given by a student. From this statement, the teacher can ask students further questions so that this can encourage further student understanding by thinking critically to find the correct answer. This is also in line with Waruwu et al. (2023), who stated that the core activity in learning is when the teacher asks questions and students can think critically to find answers proposed by the teacher (Waruwu et. al., 2023). Furthermore, teacher can also ask questions to get responses from students, as in Table 4.14.

Table 4. 14 Classroom Interaction Asking questions
(3rd Meeting)

Excerpt 15		
Participant	**Classroom Verbal Interaction**	**Code**
T	And then, *sakit gigi?*	4
S7	Tootbrush	8
T	Toothbrush? *Sakit gigi* toothbrush *betul atau salah?*	4
S2	*Salah*	8
T	Toothbrush *itu apa?* What is toothbrush?	4
S9	*Sikat gigi*	8
T	*Sikat gigi* okay	3
T	*Kalau sakit gigi brarti apa?* Tooth?	4
S12	Toothache	8
T	Toothache okay good job	2

In the fifteenth excerpt, it can be seen that the teacher proposes a display where the teacher has previously explained the related material. In this situation, the teacher asks students to translate a vocabulary and its differences. It is very common in learning, especially in foreign language learning like this; the point is that in this kind of learning situation, the teacher must be able to provide understanding to students so that the language learned is in accordance with the target language. Because of this, these two types of questions have been debated among several researchers, but it seems that the teacher does not really think about which type of question is better because he thinks that any type of question will still be very good to use to improve interaction in the classroom. In conclusion, by using this category, teacher can encourage active participation and involvement of students in the learning process and can also provide facilities for critical thinking and exploring students' ideas and knowledge independently.

b. **Direct Talk**

In addition to indirect talk, there is also direct talk in teacher talk. Direct talk itself means that the teacher is in full control of the communication and also the transfer of information to the students, and

students tend to be in a passive position because they are only recipients or listeners. This direct talk category consists of three categories, including lecturing, giving directions, and critizing or justifying authorities. In this study, direct talk is less than indirect talk, which is between 31-59%. This result shows a significant difference, where the lowest occurred in the first meeting, which was only 31.57%, and the highest was in the second meeting, which reached 59.20%. This could be due to the different methods used at each meeting. These results also show a slight discrepancy with indirect speech, whereas in indirect speech, the difference at each meeting is not too significant. Therefore, teachers need to balance the use of teacher talk both directly and indirectly.

In addition, indirect talk is also often considered less effective because it can make students passive and limit their active involvement and critical thinking during the learning process. This is in line with Nasir et al.'s (2019) opinion, which states that direct talk that is too dominant can cause students' involvement in learning to decrease, which results in students becoming more passive in class (Nasir et al., 2019). Even so, in this study, direct talk did not dominate too much. Of the three categories contained in it, one category dominates the most, namely the category of giving direction. This can be caused by the fact that, in addition to explaining, the teacher also gives more instructions to students, which aims to continue to create interaction activities in the classroom. So that even though the teacher dominates, the teacher also still involves students in the learning process. Each category will be explained in the next sub-chapter.

1) **Lecturing**

Lecturing is the first part of direct speech, but Flanders codes this category five. According to him, this category means giving knowledge or information directly to students according to their own ideas or quoting from others (Flanders, 1970). In essence, in this

category, the teacher conveys facts, concepts, or other explanations from the teacher directly and only in one direction without involving too much discussion or active participation from students. In this study, the teacher did not explain the material too much because the teacher mostly directly conveyed the point without explaining it at length. This part of the lecture also usually occurs at the beginning or end of learning. At the beginning of learning, it can be seen in Tables 4.15 and 4.16.

Table 4. 15 Classroom Interaction Lecturing (1ˢᵗ Meeting)

Excerpt 16		
Participant	**Classroom Verbal Interaction**	**Code**
T	I drew a picture. Okay drew is? What is the meaning of drew?	4
T	Drew is the verb two of draw. It is the same meaning, drew and draw, *gambar atau menggambar*.	5

Table 4. 16 Classroom Interaction Lecturing (3ʳᵈ Meeting)

Excerpt 17		
Participant	**Classroom Verbal Interaction**	**Code**
T	*Nah biasa kan, berbicara seperti biasa kalo misalnya* what is your name? *Najwa misalnya*, can you spell your name?	4
T	*Nah gimana ngejanya?*	4
Ss	N – A – J – W – A (English)	8
T	Najwa okay	3
T	So, how about deaf people or dumb people *yang mereka tidak tau itu apa dan tidak bisa berbicara, biasanya mereka menggunakan* body sign, *Bahasa isyarat atau* finger spelling	5
S3	*Bahasa isyarat itu apa?*	9
T	*Bahasa isyarat itu yang biasanya pakai tangan atau gerakan tubuh*	5
T	*Nah* finger spelling *ini biasanya untuk pengejaan, misalnya ada orang yang tunawicara atau bisu biasanya menggunakan* finger spelling *untuk berbicara*	5

The sixteenth and seventeenth quotes show the teacher giving the introductory material to be learned. In the sixteenth quote,

the teacher only explains a little about the use of sentences; in explaining it, the teacher only uses the workbook used in learning. In this meeting, the teacher did not give too much explanation because the teacher immediately told the students to do the assignment, and the material had been delivered at the previous meeting. This was done because students at this level are active thinkers and will easily get bored if there are too many explanations from the teacher. Therefore, the teacher chose the learning-by-doing method because young learners will prefer to learn something by doing an activity (Ma'mun, 2012). This is also in accordance with the results of an interview conducted with one of the students who always wants learning that is more often practical than having to listen to so much material. Furthermore, the seventeenth quote also shows that the teacher only explains simply using a paper that has various pictures that exemplify fingerspelling. After that, the students were given an order to analyze a letter's spelling and practice it. In this situation, the teacher explained that she always chooses to use fun learning methods in her lessons to attract student's attention and increase their motivation. Due to the characteristics of children who tend to be imaginative and active, learning that is done by playing, singing, storytelling, and drawing is fun for them. This is also in line with Ur (1996) in Ma'mun, who said that there are three sources of children's attention during class learning, namely pictures, stories, and games (Ma'mun, 2012).

Table 4. 17 Classroom Interaction Lecturing (2nd Meeting)

Excerpt 18		
Participant	**Classroom Verbal Interaction**	**Code**
T	Today we have learn about in the hospital and some vocabularies, *kita sudah belajar tentang beberapa kosakata yang biasa digunakan mungkin dihospital atau dirumah sakit*, toothache, earache, cold, and others	5

In the eighteenth quote, the teacher ends the lesson by repeating the material that has been learned that day. This needs to be done to remind the students of the material that has been learned. In this study, the teacher did not use this category too much during the lesson. This is in accordance with the characteristics of children who will easily get bored if they get too much material because the focus or concentration of children only lasts for 10-15 minutes. Therefore, to overcome this, teacher must be more varied during learning, especially in reducing the use of this category. This is in accordance with what Rahmani et al. (2021) said, which states that students will get bored easily if this category occurs for too long at a time (Rahmani et al., 2021). Therefore, it is recommended to combine this category with other learning methods that are more interactive and can involve students more actively in the learning process.

2) **Giving Direction**

In Flanders' theory, giving direction is included in direct speech, which is given category six; this category refers to teacher who give direct instructions, orders, or directions to students about what to do and how to do something (Flanders, 1970). In the category of direct talk, this category is the most dominant, at 20.17%, 45.48%, and 20.37%. There was a significant difference in the second meeting, and it was because the method used by the teacher was a game. In this activity, the teacher gave more directions while the students only followed the directions and played the game. However, in learning activities, giving directions is usually done to give directions to students to repeat vocabulary reading, do assignments, and play games. According to Flynn (2007) in Puspitaningrum, giving directions can be divided into five categories, namely providing information to students, showing students, providing training to students, helping students, and giving

permission for students to do something (Puspitaningrum, 2023). As in tables 4.18 and 4.19, where the teacher gives a direction to show students related to the material.

Table 4. 18 Classroom Interaction Giving Direction
(1st Meeting)

Excerpt 19		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, listen to me please. Read and complete. So, we have to read the text fisrt	6
T	The first one. Shh S15, S8 sit down please	7
T	My name is Numa. *Namaku*?	4

Table 4. 19 Classroom Interaction Giving Direction
(2nd Meeting)

Excerpt 20		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay okay, show in your student book page eighty-two, there are eight new vocabularies, *ada delapan kosakata baru*	6
T	The first one, *yang pertama apa?*	4
S11	*Irek?*	8

As seen in the nineteenth and twentieth quotations, in that situation, the teacher gave a direction to students to provide information and show something to students. In this case, the teacher still tries to stimulate students to contribute to learning. In the nineteenth excerpt, the teacher gives a direction to students to read and complete a sentence in a story. This is done because the teacher wants to show students, and the teacher also gives permission to students to express their opinions. In addition, the story method is also used to train children to focus their attention so that the material will be easier to convey (Ma'mun, 2012). In the twentieth quote, the teacher provides information to students about what will be learned. The teacher provides a direction aimed at attracting students' focus so that the material presented can be received properly. In addition,

but the teacher also provides training to students in learning, as in table 4.20 and 4.21.

Table 4. 20 Classroom Interaction Giving Direction
(1st Meeting)

Excerpt 21		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, number two. I drew a picture with a bla bla bla from a tree in our art lesson today. *Jadi artinya apa*?	4
T	*Coba kita artikan bareng-bareng yok*, number two, *disimak*.	6
T	I?	4
T	Read together number two, *dibaca bersama*	6
Ss	I drew a picture with a bla bla bla from a tree in our art lesson today. (slow voice)	8

Table 4. 21 Classroom Interaction Giving Direction
(2nd Meeting)

Excerpt 22		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, look at the whiteboard please	6
T	Look at the whiteboard please S11!	6
T	*Ayo semuanya lihat ke papan tulis ya*	6
T	Repeat after me	6

If seen in Tables 4.20 and 4.21, it can be interpreted that both quotations show that the teacher wants to provide training to students during the learning process. In the twenty-first quote, the teacher wants the students to try to read a text together, while in the twenty-second quote, the teacher is teaching the students how to read the vocabulary they have just learned by repeating what the teacher says. This is in line with the characteristics of young learners who like repetition (Bakhsh, 2016). This is done by the teacher to stimulate students and to increase confidence in students. In addition, according to Flynn (2016) in Puspitaningrum, this category is also included in the category of training students, where the teacher tells students to demonstrate how to pronounce the correct vocabulary together (Puspitaningrum, 2023).

Table 4. 22 Classroom Interaction Giving Direction
(2nd Meeting)

Excerpt 23		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay *peraturannya tidak boleh mengulang lebih dari dua kali, jadi maksimal hanya dua kali, jadi kalo dua kali ga denger brarti ya udah*	6
S6	Ms *pengin kencing?*	9
T	*Oh pengin kencing ya udah ke kamar mandi dulu*	3
S6	*Ga mau*	8
T	*Ga papa jangan ditahan*	3
T	*Sudah paham?*	4
T	*Tidak boleh mengulang lebih dari dua kali ya, Cuma dua kesempatan doing*	6
T	*Tidak berisik, kalo berisik nanti tidak dimulai*	6
T	*Yang didepan tugasnya menuliskan apa yang didengar dari belakangnya beserta artinya*	6

This twenty-third excerpt shows the use of game methods to convey learning materials. In this situation, the teacher tries to give instructions to students gradually and uses simple language. The teacher gives step-by-step instructions regarding the rules and how to play, with concise and clear language, so that students are not confused by receiving too much information at one time (Maxom, 2009). In this situation, the teacher prepares some vocabulary that has been learned to be given to students who are in the back row, which will be whispered to other students in front of them until the front student, who will later write it on the board along with the meaning. In this activity, the teacher also provides information gradually and repeatedly so that students are not confused and are able to fulfil their roles well. The conclusion in this category is that by giving directions, the teacher can ensure that students have a clear understanding of what they have to do and how to do it so that what is conveyed by the teacher can be well received by students.

3) Criticizing or Justifying Authorities

This category is included in direct speech with category code seven. Flanders explains that in this category, the teacher's behaviour refers to providing comments, criticism, or correction of students' contributions, responses, or behaviours that are deemed inappropriate or wrong (Flanders, 1970). This is usually used by teacher when they find students who are noisy, the classroom atmosphere is not conducive, and to attract students' focus and attention to pay more attention to the teacher. In this study, teacher used this category when the situation in the class was not conducive, as in Table 4.23.

Table 4. 23 Classroom Interaction Criticizing or Justifying Authorities (2nd Meeting)

Excerpt 24		
Participant	**Classroom Verbal Interaction**	**Code**
	Silence (Students are noisy when preparing books)	10
T	*Shh*! Everybody silent	7
T	*Sudah siap pelajaran atau belum?*	4

In the excerpt in table 4.23, the teacher said, "everybody silent" to calm the noise in the classroom. During the lesson, the teacher used to say the sentence so that after the teacher said the sentence, the students immediately fell silent and paid attention to the teacher. However, not long after the class, it is usually noisy again, whether it's students talking to their friends or making other noises. Therefore, the teacher will give another response to the students, as in Table 4.24.

**Table 4. 24 Classroom Interaction Criticizing or
Justifying Authorities (2nd Meeting)**

Excerpt 25		
Participant	**Classroom Verbal Interaction**	**Code**
	Silence (The teacher opened the book)	10
S4	*Yah* Ms *lupa*	8
S8	*Yah* Ms *belum dikerjain*	9
S9	Ms *aku belum ngerjain*	9
T	*Shh! Nanti yang masih teriak-teriak dikasih* bad point *loh*	7

In the twenty-fifth quote, the teacher warns that he will give bad points to students who still make noise in the classroom. This is done by the teacher to criticize the behaviour of students who are not disciplined and do not want to listen to the teacher. In this situation, the teacher uses his authority to reprimand his students in order to discipline them and enable them to follow the existing rules (Nasir et al., 2019). Not only noisy in class, students sometimes also do things that can endanger themselves and their other friends, as in table 4.25.

**Table 4. 25 Classroom Interaction Criticizing or
Justifying Authorities (3rd Meeting)**

Excerpt 26		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay *dikeluarkan dulu kucingnya*	6
S8	*Jangan lah* Ms	8
T	*Eh nanti kalau bekalnya dimakan gimana?*	4
T	*Eh ini jangan naik-naik ke kursi*, sit down please	7
T	Okay *dikeluarkan dulu kucingnya*	6

The twenty-sixth excerpt shows a teacher reprimanding a student who climbed on a chair because it could endanger him and his friends. The situation occurred because an animal entered the classroom; maybe because the student was scared, he finally climbed onto a chair. The teacher who knew about it then ordered the removal of the animal and told the child who had climbed up to get down. This is very necessary to do; in addition to being

dangerous, such behaviour is also impolite. Therefore, the teacher reprimanded the student. So, the conclusion is that this category is usually done by teacher to provide corrective feedback to students who make mistakes or when doing undisciplined behaviour. However, keep in mind that teacher should also not be too excessive in giving criticism to students because it can have a bad impact on them both on their behaviour and on their mentality (Nasir et al., 2019).

3. **Interpretation of FIACS results (Students Talk)**

Student talk refers to the behaviour of students who take the initiative in communicating or responding in the learning process. This category of student talk is also very important, as is teacher talk. In learning a foreign language, it is also necessary to communicate more so that language learning can be applied in accordance with the target language. Nasir et al. (2019) said that the ideal interaction is one that can provide discussion so that it can encourage students to practice their language skills and can facilitate students' questions and responsibilities in learning (Nasir et al., 2019). In addition, interaction can also have a positive impact on students' language development (Anum, 2018). Therefore, some researchers believe that student talk is very important to be improved and made dominant. In accordance with the theory developed by Flanders, the category of student talk is divided into two, namely student talk-response and student talk-initiation, which are coded 8 and 9, respectively. Based on the data obtained in this study, the percentage results at each meeting obtained results with a difference that was not too significant and included quite large because almost all of them were in one-third of the overall interaction that occurred in the classroom, which ranged between 35-37% with results that continued to increase each meeting. However, when compared between the two categories, the student talk-response category is more dominant than student talk-initation, which is at 76.39%. This means that students in the class tend to respond more or give a response to what

the teacher asks compared to students who ask questions to the teacher. The table below will present how dominant the responses made by students are. The following will also explain each of the two categories related to how and what happens to student conversations in the learning process.

Table 4. 26 Student Talk

Categories	1st Meeting		2nd Meeting		3rd Meeting		Total	
	F	%	F	%	F	%	F	%
Student Talk – Response	93	67.89	150	87.20	71	69.61	314	76.39
Students Talk – Initation	44	32.11	22	12.80	31	30.39	97	23.61

a. **Student Talk – Response**

Student talk - response which is included in student talk is coded as category 8. This category involves student participation as an effort to respond to questions asked by the teacher. From the results of this study, this category was most widely used by students when responding to questions or instructions given by the teacher. This can happen because most students still rely on the teacher as the main benchmark in starting learning. Therefore, teacher questions are very important because they are considered quite effective in improving students' thinking skills and also the quality of learning (Waruwu et al., 2023). Here are some examples of responses given by students.

Table 4. 27 Classroom Interaction Student Talk – Response (1st Meeting)

Excerpt 27		
Participant	**Classroom Verbal Interaction**	**Code**
S14	Ms, fingers apa? Ceiling apa? Tree apa?	9
T	Ceiling. *Kalo* cave ceiling *apa*?	4
S14	*Langit-langit goa*	8
T	*Langit-langit goa*, *brarti kalo* ceiling *apa*?	4
S14	*Langit*	8
T	Yes, *langit*	3

Table 4. 28 Classroom Interaction Student Talk – Response
(3ʳᵈ Meeting)

Excerpt 28		
Participant	**Classroom Verbal Interaction**	**Code**
T	So, in the previous meeting we have learn about in the hospital, did you remember the vocabularies? *Masih pada inget ga kosakatanya apa aja?*	4
S8	Cough	8
T	Cough	3
T	What is cough?	4
S8	*Batuk*	8

Table 4. 29 Classroom Interaction Student Talk – Response
(3ʳᵈ Meeting)

Excerpt 29		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay Ms I *punya* worksheet *yaa*, is about finger spelling, do you know about finger spelling? Tau fingers spelling? *Tau tidak?*	4
S6	*Tidak*	8
T	Body sign *tau? Bahasa isyarat tau?*	4
S2	*Engga*	8
S5	*Bisa bisa*	8
S8	*Tau*	8

In the twenty-seventh excerpt, the teacher helps students to recall previously learned vocabulary that comes from the student's own questions. From this situation, the teacher can check individual students' knowledge related to the material that has been learned previously. In addition, it can also help students to repeat the material that has been given. As in the twenty-eighth quote, the teacher also reviewed the material in the previous meeting with students. The difference is that reviewing the material in the twenty-eighth excerpt is done for all students. It was done to measure the student's level of understanding of the previous material. It is different from the twenty-ninth excerpt, where in the excerpt, the teacher asks questions in an effort to measure students' knowledge related to the material that will just be learned. When asking questions, teacher sometimes may not get the answers they

want; it could be that students cannot answer them or even ignore the questions asked by the teacher. It can also happen when the teacher gives directions to students. However, there will usually still be other students who will respond to the questions or directions asked by the teacher. Therefore, this student speech response really needs to be improved again because it can provide opportunities for students to express their thoughts and understanding more confidently.

b. Students Talk – Initiation

Category 9 is student talk-initiation, where this category refers to students who take the initiative to initiate communication, ask questions, or express their opinions, ideas, or ideas without being asked by the teacher (Flanders, 1970). This category is very important because it shows higher involvement and active participation from students than just responding to stimuli from the teacher. In the data obtained from this study, students who ask questions or give their opinions raise their hands first. This is shown in Table 4.30.

Table 4. 30 Classroom Interaction Students Talk – Initiation (3ʳᵈ Meeting)

Excerpt 30		
Participant	**Classroom Verbal Interaction**	**Code**
T	So, how about deaf people or dumb people *yang mereka tidak tau itu apa dan tidak bisa berbicara, biasanya mereka menggunakan* body sign, *Bahasa isyarat atau* finger spelling	5
S3	*Bahasa isyarat itu apa?*	9
T	*Bahasa isyarat itu yang biasanya pakai tangan atau gerakan tubuh*	5

In the thirtieth excerpt, students ask questions to the teacher when the teacher is explaining the material. This is a good sign for the teacher because the teacher can measure the level of student knowledge. This also indicates that students already have confidence and a high sense of curiosity, which can be proven by how often students ask questions to answer their curiosity. This is also in accordance with the characteristics of young learners who are curious, imaginative, and playful (Bakhsh,

2016). Based on interviews conducted with teacher, students often ask questions, and even though sometimes the questions asked are a little off the material, the teacher still responds to students while giving directions. Another example of initiation by students is also in Table 4.31.

Table 4. 31 Classroom Interaction Students Talk – Initiation (1ˢᵗ Meeting)

Excerpt 31		
Participant	**Classroom Verbal Interaction**	**Code**
S5	*Boleh pakai pulpen* Ms?	9
T	*Ya boleh*	3
S12	*Terakhir suruh menggambar Ms?*	9
T	*Ya terakhir menggambar*	3
S4	*Nama panjang atau pendek* Ms?	9
T	*Nama panjang boleh nama pendek boleh*	3

In the thirty-first excerpt, the student also asks the teacher a question. In this situation, the student wants to make sure the teacher will accept his opinion or not. From the research that has been done before, the teacher welcomes all questions, opinions or ideas given by students; even though sometimes there are questions that may not be in accordance with the teaching material, the teacher will still try to give a response. This is still done by the teacher because the teacher believes that giving a good response to the questions asked by students can make students more confident and courageous, and they are willing to express their ideas or opinions without fear. In conclusion, this student initiation can be in the form of questions or statements of ideas given by students, and this is highly expected to occur because it can provide opportunities for students to explore their understanding and actively participate in discussions and exchange of ideas with both peers and teacher.

4. **Interpretation of FIACS results (Silence or Confusion)**

The category of silence or confusion in Flanders' theory is coded 10, and this category can occur if no communication, conversation, or interaction occurs between teacher and students. This category is also not

included in the category of teacher talk or student talk because it occurs during breaks in teaching when practising certain materials, when working on problems, and when the teacher is preparing tools and materials for learning. In the data obtained in this study, the silence and confusion that occurred was not merely the absence of any activity in the classroom, but the teacher was giving students free space to develop their ideas without any interference from others (Deans, 2013). From the available data, this category mostly occurs when the teacher assigns students to work on worksheets or exercises in the workbook, when playing games, and when the teacher is preparing worksheets and other teaching materials. Puspitaningrum (2023), in a study, showed that the silence that occurs because the teacher gives time to students to capture the meaning of what has been conveyed or learned (Puspitaningrum, 2023). This process usually occurs for a few minutes, during which the teacher allows students to focus on doing the exercises given, discussing when learning the game method, and practising. This is the same as said by Li (2001) in Deans, who stated that the silence that occurs can facilitate students to carry out the learning process independently so that students can be more extensive in exploring their knowledge (Deans, 2013). In this study, silence and confusion are very rare because they tend to occur when students are practising or playing games. As in table 4.32.

Table 4. 32 Classroom Interaction Silence or Confusion (3rd Meeting)

Excerpt 32		
Participant	**Classroom Verbal Interaction**	**Code**
	Silence (students working on)	10
T	*Kalo udah ketemu jangan bilang-bilang yaa*, just to yourself	6
T	Write your name	6
	Silence (The teacher checks in with each student)	10

5. **The Pattern of Verbal Interaction Based on FIACS Analysis**

After presenting each calculation of the class interaction category in the form of a table, the researcher will continue by analyzing the interaction

applied by the teacher to students during learning in the form of a matrix. In conducting this matrix analysis, the researcher will calculate each pair between initiation and response from the first meeting to the third meeting. The matrix analysis itself is used to analyze and interpret the interaction data that has been made in the form of a table beforehand (Flanders, 1970). The way to understand the matrix is that the matrix consists of 10 columns and 10 rows, and each column and row contains codes from 10 categories of class interaction analysis. In the row, the category is used to describe the initial event or initiation, while the column describes the second event or response. Each box in the table represents the number of times the initiation and response occurred in the classroom. This is used to show which initiations and responses are most frequently used in classroom interactions.

In addition, after being made in a matrix table, a line will be drawn starting from the most dominant pair and continuing to other pairs according to the previous pattern. The line is used to create a flow diagram that is used to determine the sequence of events in the interaction process that occurs in the classroom. The line also rotates clockwise to connect each interaction that occurs. The way to understand the line is by looking at the box with the largest frequency and continuing to the next largest frequency in the row corresponding to the column in the first box, and so on, until the pattern repeats. For example, in the first box starting in pairs 4-8, the next box will be in row 8 according to the last number in the first pair of boxes, the next is seen in row 8 with the largest frequency, then the next box will correspond to the last number in the second pair, and so on until the end of the category where the last category is the same as the first category. The analysis for the first meeting is presented in Table 4.33.

Table 4. 33 Matrix Analysis 1ˢᵗ Meeting (4-8-3-4-8-4-2-4-8-6-9-3-4-8-3)

	Second Event										
Category	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Total**
1	0	0	0	0	0	1	0	0	0	1	**2**
2	0	0	2	9	0	2	3	3	2	1	**22**
3	0	0	0	23	3	6	3	3	12	3	**53**
4	0	0	0	0	1	5	0	69	2	2	**79**
5	0	0	0	3	0	5	0	0	3	0	**11**
6	1	2	0	8	1	3	3	9	11	8	**46**
7	0	1	0	5	0	4	1	2	0	0	**15**
8	1	12	29	20	5	10	4	5	5	1	**92**
9	0	6	21	8	1	7	1	0	0	0	**44**
10	0	1	1	2	0	3	0	1	9	0	**17**
Total	2	22	53	79	11	46	15	92	44	17	**381**
%	0.53	5.78	13.92	20.74	2.89	12.07	3.94	24.14	11.55	4.47	**100**
%	59.85							35.69		4.47	**100**

Table 4.33 shows the flow diagram of class interaction at the first meeting. The learning objective in the first meeting is that the teacher measure students' understanding of knowledge on the learning material presented in the previous meeting, namely about cave paintings. The method used by the teacher to achieve this learning objective is asking students questions and giving them the task of completing the overlapping text. It can be seen that the teacher gets a lot of responses from the questions asked. This can be proven in pairs 4-8, which has the most dominant frequency of 69, followed by line 8 with 29. In short, this shows that in delivering the material, the teacher often asks questions and also accepts ideas from students so as to increase active participation in students.

Then proceed to pair 8-3 because the previous pair ended in column 8, which means that after getting responses from students, the teacher also uses the ideas expressed by students as material to review the material. In the first meeting, the teacher invited students to remember and mention things related to cave paintings that had been discussed previously. This was done to measure how well the students had received the previous learning material. Then, in pairs 3-4, after receiving ideas from students, the teacher continues by asking students the next question. This can be in the form of

follow-up questions to students' ideas or new questions to dig up more information on students. As presented in Table 4.34

Table 4. 34 Classroom Interaction Matrix Analysis (1ˢᵗ Meeting)

Excerpt 33		
Participant	**Classroom Verbal Interaction**	**Code**
T	*Apa saja*? Did you remember? The first one	4
S2	*Ranting*	8
T	Okay *ranting*	3
T	What is *ranting*?	4
S1	Twig	8
T	Okay, the first one is twig or ranting.	3
T	And then?	4
S5	Charcoal	8
T	And then charcoal	3

Then the line returns to pairs 4-8, 8-4, and 4-8. The pair shows that the teacher conducted a short question-and-answer session with the students, where the teacher asked a short question, which was answered with a short answer by the students. This is done by the teacher to provoke students to want to express their opinions and to explore material on students. Continued in pairs 8-2, where after conducting questions and answers with students, teachers also often give praise to the answers or responses given by students. This often happens because it is done to appreciate the responses or answers given by students so that students feel valued when expressing their opinions. This can increase the level of active participation of students in the learning process. An example of pair 8-2 can be found in the following table.

Table 4. 35 Classroom Interaction Matrix Analysis (1ˢᵗ Meeting)

Excerpt 34		
Participant	**Classroom Verbal Interaction**	**Code**
T	And then? The last one you have learned about cave ceiling, what is cave ceiling?	4
S8	*Langit-langit goa*	8
T	*Langit-langit goa, pinter* S8	2

In the next pair, the line returns to pairs 4-8, which shows the teacher asking questions and getting responses from students. The teacher then changes to another method to further explore students' ideas by giving students an exercise. This can be seen in the next pair, 8-6. In addition, in pairs 6-9 and 9-3, after giving the exercise, the teacher did not just let the students go. The teacher also held a discussion with the students to review the material that had been learned while working on the exercises given. This method is done because young learners like repetition and to make learning more meaningful. The next pair is back to pairs 3-4, 4-8, and 8-3, where the teacher tries to evaluate or review and end the learning by asking students questions about the learning that day.

Furthermore, after analyzing the matrix at the first meeting, the researcher will analyze the matrix at the second meeting using the same method as used in the matrix analysis at the first meeting. The data will be presented in Table 4.36.

Table 4. 36 Matrix Analysis 2nd Meeting (4-8-8-6-6-8-4-8-3-4-8-8)

	Category	Second Event										Total
		1	2	3	4	5	6	7	8	9	10	
First Event	1	0	0	0	1	0	1	0	2	0	0	4
	2	0	0	0	3	1	1	1	2	0	0	8
	3	0	0	0	10	0	10	2	1	3	2	28
	4	0	0	0	2	3	6	3	57	1	1	73
	5	0	0	0	8	0	2	1	4	0	0	15
	6	0	1	0	6	3	46	7	40	10	13	126
	7	0	1	1	9	0	9	0	0	2	1	23
	8	3	5	15	23	8	40	6	41	4	4	149
	9	1	0	12	4	0	2	1	1	1	0	22
	10	0	1	0	7	0	9	2	1	1	0	21
	Total	4	8	28	73	15	126	23	149	22	21	469
	%	0.90	1.71	5.98	15.57	3.19	26.87	4.91	31.77	4.70	4.47	100
	%	54.15							36.46		4.47	100

The learning objective in the second meeting was for students to know things related to hospitals. From Table 4.35, it can be seen that pairs 4-8 are still the most dominant. This means that the teacher always asks questions during the learning process. The difference in the first meeting is that the teacher becomes more complex because the teacher involves more

students in learning. From pairs 4-8, continue with pairs 8-8 and 8-6, where students are very active in responding to what is asked of them, and the teacher also provides direction to students. As in the example table 4.37.

Table 4. 37 Classroom Interaction Matrix Analysis (2nd Meeting)

Excerpt 35		
Participant	**Classroom Verbal Interaction**	**Code**
T	*Ayo siapa?* Who is work in the hospital? *Yang bekerja dirumah sakit biasanya siapa?*	4
S1	*Dokter*	8
S2	*Dokter*	8
S13	*Pilot* Ms	8
T	*Pilot ada di rumah sakit?*	4
S5	*Sindrom-sindrom*	8
S13	*Pilot kalo sakit* Ms	8
T	*Tapikan* Ms *tanyanya yang bekerja*	7
T	Okay okay, show in your student book page eighty-two, there are eight new vocabularies, *ada delapan kosakata baru*	6

From the thirty-fifth quote, it can be seen that the teacher tries to provoke students to find out the extent of knowledge possessed by students on the material to be learned. If seen from the table, it can be seen that students are very excited and compete to answer the teacher's questions. It means that students already know a little of the material to be learned, even though it is a little off the expected, and it is a sign that students are ready to learn new material. So, in the next pair, 6-6 and 6-8, the teacher gives directions to students to stay focused on the material at hand. In this case, to further hone the students' abilities, the teacher also uses the game method so that students are more interested in receiving the material. This is done by giving students exercises to remember the writing and meaning of the vocabulary learned by dividing them into two groups. This method is used by the teacher to sharpen students' understanding and train them to work in a team. The next pairs are 8-4, 4-8, and 8-3, where the teacher uses the same method of reviewing vocabulary by asking students questions. In this process, the teacher receives a variety of responses and answers from students, and the teacher modifies the ideas received from students as new

questions to improve student understanding. In this meeting, the teacher continues to repeat the material being studied to students by using different methods so that students will be able to interpret the material being studied better. In the last pair, namely 3-4, 4-8, and 8-8, the teacher gives a reward to students who successfully understand the material that day so that students become more motivated and enthusiastic again in learning. The next analysis is about the analysis of interactions that occurred in the third meeting.

Table 4. 38 Matrix Analysis 3rd Meeting (4-8-4-8-3-4-4-4)

	Category	Second Event										Total
		1	2	3	4	5	6	7	8	9	10	Total
First Event	1	0	0	0	1	0	1	0	0	0	0	2
	2	0	0	0	4	0	2	0	3	1	0	10
	3	0	1	0	9	5	7	0	4	7	2	35
	4	0	0	1	2	1	4	1	50	2	0	61
	5	0	0	0	8	1	3	0	0	3	0	15
	6	0	0	0	12	1	5	0	5	7	3	33
	7	0	0	0	0	0	2	1	1	2	0	6
	8	2	6	15	20	5	8	1	7	4	2	70
	9	0	3	19	4	2	0	3	0	0	0	31
	10	0	0	0	1	0	1	0	0	5	0	7
	Total	2	10	35	61	15	33	6	70	31	7	270
	%	0.75	3.71	12.97	22.60	5.56	12.22	2.22	25.93	11.48	2.60	100
	%	\multicolumn{6}{c}{60}						\multicolumn{2}{c}{37.40}		2.60	100

Table 4.38 is the third meeting matrix analysis table. The learning objective of this meeting is for students to know what fingerspelling is and how it is used. This meeting also shows that pairs 4-8 are still the most dominant, with a total of 50. At this meeting, the teacher reviews the material first before starting new material by asking students questions. After it was enough, the teacher proceeded directly to the next material. With the interaction that occurred several times, the teacher began to introduce a little new material that would be learned, namely about fingerspellings where students had to analyze a picture that showed the shape of letters in fingerspelling and practice so that they entered into pairs of 8-4 and returned to 4-8 and then continued to 8-3. In pairs 4-8 and 8-3, after giving students time to analyze the picture and practice, the teacher

asks a question to students to spell their name using the fingerspelling they have learned. This method is done so that the learning that occurs becomes more meaningful to students because it is directly related to practice or application. So it continues with pairs 3-4 and ends with pairs 4-8 and 8-4, where the teacher asks several display questions to students about the purpose and use of fingerspelling so that later it can provide a little picture or introduction to young learners. Here is an example of the interaction that took place.

Table 4. 39 Classroom Interaction Matrix Analysis (3rd Meeting)

Excerpt 36		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, hello, what is your name?	4
S5	My name is S5	8
T	Can you spell your name with finger spelling?	4
S5	Yes	8
T	S5 okey thank you	3

In conclusion, this matrix analysis is used to show a flowchart or picture related to the interaction that occurs between teacher and students in an EFL class. From the three analyses above, it can be seen that teacher always use the same teaching pattern, namely by using questions and answers to transfer knowledge to students. This can be shown by the dominant number of pairs, namely 4-8, 8-4, and 8-8. This is the same as Flanders, who stated that pairs containing categories 4 and 8 are the most popular and are often used by teacher in delivering material to students (Flanders, 1970). The teaching flow used is also almost similar in each meeting, where the teacher often reviews the previous learning material before the learning begins by asking students questions. This is indicated by the appearance of pairs 4-8 at each meeting. Furthermore, it is continued by holding discussions together or playing games that require body movements or also doing practice, and this is indicated by the appearance of pairs 6-6 or 6-9 in the middle of learning activities. The appearance of these pairs can prove that in delivering material, the teacher not only uses category four but

also utilizes other categories, such as giving directions. Giving directions is usually used to direct students to repeat some phrases, play games, and invite students to discuss together. The emergence of category 9, namely student initiation, shows that when delivering material, it is not always dominant from teacher talk. Occasionally, students also need to submit initiations that prove that they are involved in the delivery of material or learning and in responding to teacher questions. So that it can reflect curiosity, independence in learning, and student involvement in the learning process; this is also in accordance with what is expressed by the teacher in the following quote:

Excerpt 37:

Yes, even though it's random, yes, yes, it's still responded to; most later, yes, that was like the beginning while being directed. For example, in the hospital, there are usually people; how can they have an opinion? Even though it's random, that's okay, and it's also called children. So it's more fun and fun like that. Later, they can be briefed on what the question actually means. Now, the important thing is to be able to attract children to give opinions, and the important thing is that children have an opinion first, so they can think critically later. *(Interview T)*

From the thirty-seventh quote, the teacher stated that student initiation is very important in learning even though sometimes the questions asked are far from the material, but by still appreciating it, it can attract student participation so that they want to be involved and express their opinions during learning. This is in line with Vindyasari et al. (2022), who said that for language learners, it is important to practice and involve students in learning in order to match the target language utterances (Vindyasari et al., 2022). In addition, but in practice, teacher also use worksheets, games, and flashcards. It is also one of the ways used to increase students' motivation and participation in language learning. This is done because the nature of students, especially young learners, who are easily bored, requires teacher to choose methods according to what they like, namely with games, pictures, or stories (Bakhsh, 2016). However, during the learning process, there is an imbalance in the use of English, mother

tongue and target language. This can be seen when the teacher did code-switching and code-mixing several times during conversations. The inconsistent use of the target language and mother tongue during classroom activities can have an impact on students' understanding of language use, both positive and negative. The positive impact of using the language for students will make it easier for them to understand when learning occurs, while the negative impact is that students tend to ignore and imitate what the teacher does by using code-switching and code-mixing by ignoring the actual language use structure. Examples of the use of code-switching and code-mixing are as follows.

Table 4. 40 Classroom Interaction (3rd Meeting)

Excerpt 38		
Participant	**Classroom Verbal Interaction**	**Code**
T	Okay, I want you to come forward two by two, *dua-dua, ya nanti maju dua-dua.*	6 (code-switching)
T	*Seperti biasa*, the first student will write the English version and the other student will write the Bahasa Indonesian version. And then *nanti setelahnya gantian.* Okay *paham? Paham tidak?*	4 (code-mixing)

Then, to improve writing skills, the teacher will usually give individual tasks to students in the form of filling in the missing text or by playing a game where each student will write the vocabulary whispered by his friend on the whiteboard. Finally, learning often ends with the teacher asking questions to review the material that has been learned. Judging from the pattern of interaction that occurs, it can be interpreted that in teaching, the teacher in this study uses a multi-directional communication pattern where the teacher interacts with students and gets reciprocity from students and there is interaction that occurs between one student and another student with reciprocity between students so that students can also help each other in learning. This learning pattern is also considered optimal because both teachers and students can interact and reciprocate (Usman, 1996).

B. The barriers that occur in the process of interaction between teachers and young learners in the learning process in class 3 SDIT Nusawungu

Furthermore, to collect data that was not obtained through observation, the researcher conducted interviews with the English teacher and several 3rd-grade students of SDIT Nusawungu. This interview was conducted after observing classroom interactions. This interview was conducted twice with the English teacher on May 8th and May 21th, 2024, while interviews with students were conducted four times with four randomly selected students on April 29th and May 6th, 2024. After conducting interviews regarding barriers in interactions that occur in the classroom, researchers found several barriers that occur in classroom interactions. The results of the interviews can be summarized as follows:

1. Teacher Barriers

a. Difficulty handling students who are too active in class

One of the challenges that teacher often face in classroom learning is the difficulty of dealing with students who are too active in class. Some students in the class are sometimes too excited and active, so if this happens often, it can interfere with other students during the learning process.

b. Feeling confused during learning

During the learning process in the classroom, sometimes teacher also experience momentary confusion, especially for new teacher. This situation can occur due to various factors, such as a lack of preparation or mastery of the material and the emergence of unexpected questions or situations from students.

c. Confusion in choosing teaching methods that suit students' learning styles

Confusion in choosing learning methods for students is also an bariier for teacher, especially for new teacher who still lack experience. Because every student has different learning style preferences, teacher need to adjust their teaching approach accordingly. This is usually the

main barrier for new teacher, because they still have little experience and knowledge in teaching.

d. Lack of skill mastery

In addition, sometimes teacher also experience barriers related to the skills they master in teaching English. Although they have received relevant education and training, sometimes teacher still feel a lack of mastery of certain skills, such as speaking skills or mastery of their vocabulary.

e. Too many students in the class

The large number of students in a class can also be a barrier to an effective learning process. With too many students, teacher will find it more difficult to provide individual attention and guidance to students. In addition, too many students can also make classroom management more difficult and prone to chaos in the classroom especially if the students are too active.

f. Limited learning time

Limited time is the main barriers that are often faced by teacher to teach English material in more depth to students. Due to the limited duration of learning time, teacher must choose the materials and activities that will be given to students. So that the delivery of the material itself will be less than optimal, especially if the teacher does not really plan the learning carefully.

2. **Student Barriers**

a. Struggling to speak and understand English

In learning English, students often face various barriers and difficulties. One of the common barriers experienced by students is the difficulty in speaking English. This can be caused by the lack of vocabulary or grammar mastered, shyness and lack of confidence, and the lack of speaking practice. On the other hand, students also sometimes find it difficult to understand what is explained and asked by

the teacher in English, especially if the teacher pays less attention to the speed and clarity of speaking.

b. Lack of confidence and difficulty remembering vocabulary

Another barrier that can be experienced by students is feeling insecure about their abilities compared to classmates. This feeling can arise due to the perception that other friends have a better command of English. This can also hinder students' motivation and participation in the learning process. In addition, students also often experience difficulties in remembering new vocabulary that has been learned, especially if it is not practised consistently.

c. Ineffective classroom atmosphere and lack of practice

Environmental factors can also be a barrier for students in learning English. An ineffective classroom atmosphere during learning, such as a noisy class, inadequate facilities, and uninteresting teaching methods, can hinder the process of absorbing material for students. On the other hand, too much theory given compared to speaking and communication exercises can also be a barrier for students in developing their English language skills.

d. Different ways of pronouncing and writing in English

Barriers can also arise due to differences in the way English is pronounciation and written in the native language. Many students feel confused by the way certain words are pronounced or the difference between the writing and the sound of the word. This can lead to errors in pronunciation or understanding of the meaning of words, which can hamper the overall English learning process.

In conclusion, English language learning in the classroom is often faced with various problems, both from the teacher and student sides. From the interviews conducted, teacher face challenges such as difficulties in handling overactive students, feeling confused during the learning process, confusion in choosing teaching methods that suit students' learning styles, lack of mastery of skills, too many students in one class, as well as limited learning time.

Meanwhile, students also experience difficulties in speaking and understanding the teacher's explanation, lack of confidence in their abilities, difficulty remembering new vocabulary, ineffective classroom atmosphere, lack of speaking and communication practice, and different ways of pronouncing and writing in English. These barriers are interrelated and can affect the overall learning process. If not addressed properly, it will hinder the effective achievement of English learning objectives.

C. Concluding Remarks

This chapter describes the research findings and discusses the topic of classroom interaction. The research findings show that teacher talk is the most dominant form of communication, and teacher also tend to use more indirect talk during classroom learning. More specifically, the dominant categories of teacher talk are accepting or using student's ideas and asking questions, which become the main dominant. In addition, the most dominant category for student talk categories is the student talk-response category. This shows that classroom interactions can occur because of student questions and ideas that the teacher accepts to get student responses. In addition, these results are also based on the pattern of classroom interaction that often arises, namely the short question and answer method shown by pairs 4-8, where the pair is the most dominant. This pattern is also supported by interaction patterns similar to multi-directional communication patterns. Another finding in this study is related to the barriers experienced by teacher and students in classroom interactions. The barriers experienced by teacher include difficulties in handling overactive students, feeling confused during the learning process, confusion in choosing teaching methods that suit students' learning styles, lack of mastery of skills, too many students in one class, and limited learning time. Meanwhile, the barriers experienced by students include difficulty in speaking and understanding the teacher's explanation, lack of confidence in their abilities, difficulty remembering new vocabulary, ineffective classroom atmosphere, lack of speaking and communication practice, and different ways of pronouncing and writing in English.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter contains conclusions, research limitations, and suggestions. Furthermore, it aims to reach conclusions and make implications based on those interpretations. Following the conclusions and interpretations, implications are drawn for practice development. In addition, further implications are stated for further research.

A. Conclusion

The results of this study can complete the answers to the research questions in this study, namely: "What are the proportions and patterns of verbal interaction between teacher and young learners in English language learning in class 3 SDIT Nusawungu based on FIACS analysis?" And "What are the barriers in verbal interaction between teacher and young learners in English learning in class 3 SDIT Nusawungu?". From the findings presented in the previous chapter, the conclusions related to the research questions are as follows: In the first research question, it was found that teacher talk was more dominant in the interaction that occurred in class 3 SDIT Nusawungu and the interaction pattern that occurred was a multi-directional interaction pattern. Meanwhile, the second research question found ten interaction barriers between teacher and students of SDIT Nusawungu Cilacap Regency.

In this study, teacher talk is the most dominant talk compared to student talk and silence or confusion. This is shown in teachers who are more dominant in using indirect teacher talk during the learning process in class, especially teacher who use more categories of accepting or using students' ideas and asking questions, which are the main dominant categories. Furthermore, the interaction pattern in this study shows a multi-directional interaction pattern is the most dominant, where teacher and students can each interact and provide feedback either between teacher and students or students with one another to have an optimal interaction pattern during the learning process. Furthermore, in this study, there are also barriers to interaction experienced by teacher and students

during class learning. The barriers experienced by teachers include (1) Difficulty handling students who are too active, (2) Feeling confused during the learning process, (3) Confusion in choosing teaching methods that suit students' learning styles, (4) Lack of mastery of skills, (5) Too many students in one class, and (6) Limited learning time. Meanwhile, the barriers experienced by students include (1) difficulty in speaking and understanding the teacher's explanation, (2) lack of confidence in their abilities and difficulty remembering new vocabulary, (3) ineffective classroom atmosphere and lack of speaking and communication practice, and (4) different ways of pronouncing and writing in English.

B. Limitation of Study

This research still has several limitations experienced during the research process. It is hoped that these limitations can later be taken into consideration by future researchers so that future researchers can perfect this imperfect research. The limitation experienced by researchers in this study is the limited time researchers use to analyze more class interactions. This is due to the preparation class ahead of the Final Assessment. In addition, this research was only conducted at one school out of several schools in Cilacap Regency.

C. Suggestions

Based on the research results, the following suggestions are addressed:

1. School

   Based on the research findings, some barriers related to school facilities and teaching skills occur to teacher. School is advised to support learning facilities and provide teaching skills training for teacher to make learning more communicative and interactive.

2. English Teacher

   English teacher is advised to improve her teaching skills and core competencies to improve the quality of classroom interaction, which is more communicative and interactive in the classroom, so that teacher can develop teaching methods in school, especially in EYL.

3. Other Researchers

   Furthermore, future researchers are advised to look for other problems in similar topics about classroom interaction, such as researching the correlation between classroom interaction patterns and methods used by teachers, especially in the context of EYL, or comparing classroom interaction patterns in several schools to find out which patterns are more effective in learning especially in EYL.

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APPENDICES

Appendix 1 Observation Checklist Guidelines (Field Notes)

- **Checklist Observation**

Tanggal   :

Kelas   :

Observasi ke   :

Category Number		Completed Tally Marks Made by an Observe	Total Tallies	Percent
Teacher	1. Accepting feeling			
	2. Praising or encouraging			
	3. Accepting or using students' ideas			
	4. Asking questions			
	5. Lecturing			
	6. Giving directions			
	7. Criticizing or justifying authority			
Student	8. Student talk-response			
	9. Student talk-initiation			
Silence	10. Silence or Confusion			
		Total		

Appendix 2 Checklist Observation Results (Field Notes)

A. Checklist Observation Results 1

- **Checklist Observation**

Tanggal : 29 April 2024
Kelas : 3
Observasi ke : 1

Category Number		Completed Tally Marks Made by an Observer	Total Tallies	Percent
Teacher	1. Accepting feeling	II	2	0.52%
	2. Praising or encouraging	IIII IIII IIII IIII II	22	5.76%
	3. Accepting or using students' ideas	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII III	53	13.88%
	4. Asking questions	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII	79	20.69%
	5. Lecturing	IIII IIII I	11	2.88%
	6. Giving directions	IIII IIII IIII IIII IIII IIII IIII IIII IIII I	46	12.04%
	7. Criticizing or justifying authority	IIII IIII IIII	15	3.93%
Student	8. Student talk-response	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII III IIII IIII IIII IIII IIII IIII IIII IIII	93	24.34%
	9. Student talk-initiation	IIII IIII IIII IIII IIII IIII IIII IIII IIII	44	11.52%
Silence	10. Silence or Confusion	IIII IIII IIII II	17	4.45%
		Total	382	100%

B. Checklist Observation Results 2

Checklist Observation
Tanggal : 6 mei 2024
Kelas : 3
Observasi ke : 2

Category Number		Completed Tally Marks Made by an Observer	Total Tallies	Percent
Teacher	1. Accepting feeling	IIII	4	0.86%
	2. Praising or encouraging	IIII IIII	8	1.71%
	3. Accepting or using students' ideas	IIII IIII IIII IIII III	28	5.96%
	4. Asking questions	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII III	73	15.54%
	5. Lecturing	IIII IIII IIII	15	3.19%
	6. Giving directions	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII	126	26.81%
	7. Criticizing or justifying authority	IIII IIII IIII IIII III IIII IIII I	23	4.90%
Student	8. Student talk-response	IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII	150	31.92%
	9. Student talk-initiation	IIII IIII IIII IIII II	22	4.69%
Silence	10. Silence or Confusion	IIII IIII IIII IIII I	21	4.46%
		Total	420	100%

C. Checklist Observation Results 3

Checklist Observation
Tanggal : 8 Mei 2024
Kelas : 3
Observasi ke : 3

Category Number		Completed Tally Marks Made by an Observer	Total Tallies	Percent
Teacher	1. Accepting feeling	2	0.74%
	2. Praising or encouraging		10	3.70%
	3. Accepting or using students' ideas		35	12.92%
	4. Asking questions		61	22.50%
	5. Lecturing		15	5.54%
	6. Giving directions		33	12.17%
	7. Criticizing or justifying authority		6	2.21%
Student	8. Student talk-response		71	26.19%
	9. Student talk-initiation		31	11.43%
Silence	10. Silence or Confusion		7	2.59%
		Total	271	100%

Appendix 3 Video Recording Transcription (1ˢᵗ Meeting)

First meeting: April 29ᵗʰ 2024

Participant	Classroom Verbal Interaction	Code
T	*Assalamu'alaikum Wr. Wb.*	2
Ss	*Wa'alaikumsalam Wr. Wb.*	8
T	Good Morning Everyone	2
Ss	Good Morning Ms	8
T	how are you today?	4
Ss	I am fine, how about you?	8
T	I am fine too, thank you.	1
T	Okay before we start our activities today let's say *basmallah* together, *Bismillahirrohmanirrohim*	6
Ss	*Bismillahirrohmanirrohim*	8
T	Okay everyone, how you feel about your performance yesterday?	6
S1	*Aku cape* Ms	8
S2	*Aku senang* Ms	8
T	Okay, yesterday is a good performance, *ya udah bagus banget performance nya*	2
T	Okay now, please open your textbook or your workbook	4
Silence (Teacher prepares textbook or workbook)		10
T	Okay, we can start lesson today, please clean the whiteboard, *ayo piket siapa hari ini*?	4
Ss	S5, S7, S10	8
T	Okay, Thank you	2
T	Shut! everybody Silents	7
Silence (Clean the board)		10
T	Okay thank you, S5	2
T	Okay everybody silent	7
T	where is your book, S3, where is your book?	4
S3	*Ga bawa*	8
T	*Ga bawa buku lagi?*	7
S3	*Bercanda* (happy face)	8
T	Okay, in the previous meeting we have learn about? *Apa*? Did you remember? *Dipertemuan sebelumnya kita belajar apa*?	4
Ss	Cave painting	8
T	Yes, Cave painting	3
T	what is Cave Painting?	4
S3	*Jendela*	8
T	No	7
T	*Lukisan*?	4
S4	*Lupa aku*	8

S2	*Goa*	8
T	Okay, *goa, lukisan goa atau seniman goa*	5
T	So, what is the materials that the cave artists use to draw or paint? *Apa kemarin alat-alat yang dibutuhkan oleh seniman goa*?	4
S2	*Oh aku tau*	8
T	*Apa saja*? Did you remember? The first one	4
S2	*Ranting*	8
T	Okay *ranting*	3
T	What is *ranting*?	4
S1	Twig	8
T	Okay, the first one is twig or ranting.	3
T	And then?	4
S5	Charcoal	8
T	And then charcoal	3
T	What is charcoal?	4
S5	*Arang*	8
T	Okay	3
S6	Rock Powder	9
T	Okay rock powder	3
T	What is rock powder?	4
Ss	*Serbuk batu*	8
S7	Lamp, lamp	9
T	What is lamp?	4
Ss	*Lampu*	8
T	Okay, what did… Shh! Listen to me please	7
T	What did artists cave use to… *untuk menggantikan lampu apa kemarin*?	4
S1	*Api*	8
Ss	Fire	8
T	*Api*, okay, fire	3
T	And then? The last one you have learned about cave ceiling, what is cave ceiling?	4
S8	*Langit-langit goa*	8
T	*Langit-langit goa, pinter* S8	2
T	Ms I *tanya kemarin rock powder digunakan untuk apa*?	4
Ss	*Mengecat*	8
T	*Iya betul*	3
T	*Untuk mengecat atau mewarnai, dicampur dengan apa*? We have to mix rock powder with? *Dicampur dengan apa kemarin*?	4
S8	*Air*	8
T	*Air*, good job S8	2
T	Rock powder and water okay	3
T	So, today please open your workbook page seventy eight	6

S2	Seventy eight?	9
T	Yes, *tujuh puluh delapan*	3
T	*Sudah*?	4
T	Yes, workbook *halaman tujuh puluh delapan*	6
T	Okay cave painting, the title is still the same, *masih sama ya judulnya*	5
T	S8! Cave painting	6
T	Point 1, Look and write the words, then complete the sentence, *lihat dan tulislah kata-katanya kemudian lengkapi di kalimatnya*. So, look at the words is the box, *dilihat kata-kata yang ada dikotak dulu*.	6
T	The first word is?	4
S9	Rock powder	8
T	Rock powder or?	3
S9	*Serbuk batu*	8
T	Yes, *serbuk batu*.	3
T	The second one is?	4
S3	Lamp *atau lampu*	8
T	Yes	3
T	And then the third one? Cave?	4
Ss	Ceiling	8
T	Cave Ceiling yes	3
T	*Sudah dibuka S8?*	6
T	Okay *ini, masih ingat apa tidak?*	4
S7	*Masih Miss*	8
T	Okay, please do the question number two until number five, *dikerjakan nomor dua sampai nomor lima*. Okay you have to write the words under the picture, *ditulis kata-katanya dulu itu dibawah itu gambar apa silahkan ditulis*. Based on the words in the box, *berdasarkan kata yang ada didalam box*	6
	Silence (The teacher approached the students one by one)	10
T	Okay, S13, you have to finish the question	3
T	Okay, the others. Okay, the others. (rowdy)	7
T	You have to do the question number two until five. *Kamu kerjakan dari nomor dua sampai nomor lima*	6
T	No, it's not... *Kerjakan nomor dua sampai lima*. S7	7
T	*apa pertanyaan nomor dua*? The answer is...	4
T	*Coba dibaca ya*, you have to read the question first number two for example	6
T	I drew a picture. Okay drew is? What is the meaning of drew?	4
T	Drew is the verb two of draw. It is the same meaning, drew and draw, *gambar atau menggambar*.	5

T	Okay, number two. I drew a picture with a bla bla bla from a tree in our art lesson today. *Jadi artinya apa*?	4
T	*Coba kita artikan bareng-bareng yok*, number two, *disimak*.	6
T	I?	4
T	Read together number two, *dibaca bersama*	6
Ss	I drew a picture with a bla bla bla from a tree in our art lesson today. (slow voice)	8
T	Okay, *artinya*? I drew? *Aku*?	4
Ss	*Menggambar*	8
T	A picture?	4
Ss	*Gambar*	8
T	Iya, with a, *dengan sebuah*? Titik-titik from a tree, *dari*?	4
S2	*Pohon*	8
T	In our art lesson today, *di pelajaran seni hari ini. Kira-kira menggambarnya pakai apa*? Based on the picture?	4
Ss	Twig	8
T	Based on the picture, *kata kuncinya ada di gambar itu. Aku menggambar dengan titik-titik dari pohon*	6
S8	Twig	8
T	Twig. Good job, S8	2
T	Number two is twig. I drew a picture with a twig, *aku menggambar dengan*?	4
Ss	Twig	8
T	What is twig?	4
Ss	*Ranting*	8
T	Yeah, Okay number three, S10. Please read number three. *Ayo baca nanti kita artikan bareng-bareng, baca dulu*!	6
T	Okay read S11, please read number three	6
S11	*Ini bacanya apa* Ms?	9
T	Cave	3
S11	Cave artists use bla bla bla to make color paint	8
T	Okay, Cave artists use bla bla bla to make color paint. *Artinya apa*?	4
T	*Coba* S8 *bisa ga mengartikan?*	6
T	Cave artist, *seniman*?	4
S8	*Seniman goa menggunakan*	8
T	*Ya menggunakan titik-titik*	3
S8	*Untuk membuat*	8
T	Color paint, *untuk mewarnai lukisan, ya menggunakan* rock?	4
Ss	Rock powder	8
T	Yes, good job	2
T	Cave artists use rock powder to make color paint	3
T	Okay, number four, read S12	6

S12	*Apa* Ms?	9
T	Please read number four	6
S12	We saw some bats sleeping on the bla bla bla	8
T	Okay, we saw some bats sleeping on the bla bla bla. Apa artinya? We saw?	4
S12	*Kita melihat beberapa kelelawar tidur di*	8
T	*Kita melihat beberapa kelelawar tidur di titik-titik*	3
T	*Biasanya dimana?*	4
S7	*Di goa*	8
T	*Di goa, dibagian apanya?*	4
S6	*Langit-langit*	8
T	*Langit-langit,* what is *langit-langit?*	4
Ss	Ceiling	8
T	Cave ceiling, good job	2
T	Number five, S13	6
S13	Dad had an old oil bla bla bla. So, we could see in the dark	8
T	Okay, dad had an old oil bla bla bla.	3
T	So, we could see in the dark. *Artinya? Ayah?* Had, *mempunyai?* An old oil, *sebuah?*	4
S13	*Sebuah minyak*	8
T	*Iya*	3
T	*jawabannya yang mana coba?*	4
S13	Lamp	8
T	An old oil lamp, *sebuah lampu?*	4
S13	*Minyak*	8
T	*Lampu minyak tua, betul*	3
T	So, we could see in the dark. *Jadi, kita bisa melihat dalam?* Dark?	4
Ss	*Kegelapan*	8
T	Yes, *dalam kegelapan menggunakan lampu*	3
T	*Itu disimpan dulu.* S14, where are you?	7
T	Okay, *sekarang* Ms I, I will give you a worksheet to all of you. So, please do the question and write the words	6
	Silence (Teacher distributes worksheets)	10
T	Okay. Please write your name first and class. *Tulis nama dan kelasnya dulu*	6
S5	*Boleh pakai pulpen* Ms?	9
T	*Ya boleh*	3
S12	*Terakhir suruh menggambar Ms?*	9
T	*Ya terakhir menggambar*	3
S4	*Nama panjang atau pendek* Ms?	9
T	*Nama panjang boleh nama pendek boleh*	3
T	*Sudah,* have you finish write your name?	4
Ss	*Sudah*	8

T	Okay, the first thing that you have to do. Read and complete. *Baca dan lengkapi*. Then draw, *kemudian gambar*. You have to read first the text and then complete the text. *Disini ada bagian yang masih kosong*. You have to complete and fill in the blank. Use the words on the box. *Menggunakan kata-kata yang ada di kotak kecil bagian atas*. The first one, you have to translate it. *Harus diartikan dulu kata yang ada di kotak*. There are water, fingers, ceiling, tree, draw, orange, and cave	5
T	Water *dulu, diartikan satu-satu*. Water, fingers, ceiling, tree, draw, orange, and cave	6
S14	Ms, fingers apa? Ceiling apa? Tree apa?	9
T	Ceiling. *Kalo* cave ceiling *apa*?	4
S14	*Langit-langit goa*	8
T	*Langit-langit goa, brarti kalo* ceiling *apa*?	4
S14	*Langit*	8
T	Yes, *langit*	3
S15	Fingers?	9
T	*Ayo*, fingers *apa*? How many fingers?	4
S15	*Jari*	8
S13	Orange *apa*?	9
T	Orange *disitu warna ya*	3
T	*Kemarin*, based on the text that I have read, yesterday, the break is ending. *Kemarin jarinya digunakan untuk apa ya? Pas kita baca tentang lukisan goa, jari digunakan untuk apa?*	4
S12	*Kuas*	8
T	*Iya*	3
S10	Ms, draw *apa*?	9
T	Draw *itu meng*?	4
S10	*Menggambar*	8
S8	Tree *apa* Ms?	9
T	Tree? What is tree?	4
S6	*Pohon*	8
T	Yes, *pohon*	3
S3	Cave Ms?	9
T	Cave *itu goa*	3
S1	Ceiling Ms?	9
T	Ceiling *itu langit-langit*	3
S1	*Brarti ga ada goanya* Ms?	9
T	*Ga ada, kalo ada* cave *nya baru langit-langit goa*	5
S12	*Nanti diwarnain ga* Ms?	9
T	*Ya boleh nanti*	3
S5	Ms, Ms live *apa* Ms live?	9
T	*Tinggal*, live *tinggal*	3

T	Okay, listen to me please. Read and complete. So, we have to read the text fisrt	6
T	The first one. Shh S15, S8 sit down please	7
T	My name is Numa. *Namaku*?	4
S12	Numa	8
T	I live in a bla bla bla with my family. *Aku tinggal di titik-titik dengan keluargaku*	5
T	Look at the picture. *Lihat gambarnya. Ini Numa. Kira-kira tinggal dimana?*	6
S11	Tree tree	8
T	Based on the words on the box	6
S11	Tree	8
T	*Tinggal dipohon?*	4
S9	Cave	8
T	Okay, cave	3
T	Continue the question. I like painting and drawing on the walls and? *Saya suka melukis dan menggambar*. On the walls, *di dinding*, and bla bla bla of our cave	4
S2	Draw draw	8
T	*Kok menggambar?*	4
S3	Ceiling ceiling	8
T	*Aku suka melukis dan menggambar di dinding dan titik-titik di goa kita*	4
S3	Ceiling	8
T	Okay *betul*	3
Silence (Waiting for students to write answers)		10
T	Okay, next. The colours in my paintings are bright – yellow, red and?	4
Ss	Orange	8
T	Yes, orange. *Digambarnya ada warna* bright – yellow, red and orange	3
T	S8 have you finish?	4
S8	Yes, Ms	8
S12	Ms *nomor empat*	9
T	Okay, number four. I mix, what is mix?	4
S12	*Mencampur*	8
T	Yes	3
T	*aku mencampurkan* bla bla bla with?	4
Ss	Water	8
T	Water good job	2
T	I mix water with rock powder to make the colours. *Dia mencampurkan apa tadi?*	4
Ss	Air	8
T	*Air dengan dengan serbuk batunya ya untuk membuat warna*	3

T	And then I use charcoal to bla bla bla the black lines	4
S6	Draw	8
T	Draw, good job.	2
T	*Saya menggunakan arang untuk menggambar garis*?	4
Ss	*Hitam*	8
T	Finish number five?	4
Ss	Finish	8
T	Number six. I use *bla bla bla* and hands to put the colours on the wall	4
Ss	Fingers	8
T	Yes, fingers. *Aku menggunakan jari dan tangan untuk mewarnai di dinding*.	3
T	And sometimes I use a twig. *Dan kadang aku menggunakan* ranting from a *bla bla bla*?	4
S3	*Dari pohon*	8
T	*Dari pohon*. Good job.	2
T	From a tree to make the lines. *Untuk membuat*?	4
Ss	*Garis*	8
T	Okay, and then next you have to draw in the box. *Kalian harus menggambar disini*. But you have to draw based on the story	6
T	Ms I *coba bacakan*. I am the best artist in my family. *Aku adalah seniman ter?*	4
S1	*Terbaik*	8
T	*Terbaik di keluargaku*	3
T	I like to draw animals and birds. *Aku suka menggambar*?	4
S8	*Hewan dan burung*	8
T	Yes, I like my paintings to tell a story.	3
T	*Nah kemarin* Ms I *sudah jelaskan tentang painting atau lukisan yang biasanya mengandung sebuah cerita. Nah disini juga*.	5
T	Today I'm drawing a story on my cave's ceiling. *Hari ini aku menggambar sebuah cerita di langit-langit goa*	6
S10	Ms, S11?	9
T	S11 are you sleep?	4
S11	No	8
T	Okay, and then it's about the most dangeraous animal that came near our cave this year – a lion!	5
T	*Nah gambarnya itu tentang binatang yang paling berbahaya yang mendekat di goanya si Numa yaitu hewan apa?*	4
Ss	Lion, *singa*	8
T	*Ya, singa*. My father and brother ran after it. *Ayahku dan kakakku berlari*. There were horses and cows there too. *Kemudian ada kuda dan sapi juga disana*. Near the river	5

T	So, you have to draw, the first one is to draw a lion. *Gambar Lion nya dulu. Ada singa. Sebisanya saja*	6
S7	*Ga bisa Ms, nanti kaya kadal*	9
T	*Ga papa, sebisanya saja sesuai imajinasi kalian.* Use your imagination to draw the lion	6
S9	Ms *kalo kaya burung merak gimana?*	9
T	*Ga papa nanti dibawahnya dikasih tulisan* lion	6
T	*Coba ya* Ms I *gambarkan dulu kalo bisa*	1
	Silence (Teacher looking for lion pictures)	10
S8	Ms *ini ada singa* Ms?	9
T	*Ada dibuku?*	4
S8	*Iya*, Ms	8
T	*Ya itu boleh lihat dibuku ya, atau ya sebisanya saja*	6
	Silence (Teacher depicts a lion on the board)	10
S11	Ms *ga bisa susah*	9
T	*Sebisanya saja*	3
	Silence (Students draw lion)	10
S12	Ms *kalo mukanya kecil ga papa?*	9
T	*Ga papa, sebisanya saja*	3
	Silence (Draw)	10
S3	Ms *kaya gini?*	9
T	*Iya ga papa bagus kok*	2
T	*Atau gambar kepala singanya aja ga papa, gambar kepalanya aja boleh, nanti dikasih tulisan* lion *yaa*	6
	Silence (Draw)	10
S2	Ms *kaya gini?*	9
T	*Iyaa ini bagus*	2
S7	*Kalo kaya gini* Ms?	9
T	*Iya boleh*	3
T	*Nah sekarang* after lion. My father and brother ran after it. *Brarti kalian harus menggambar dua orang yang sedang berlari*	5
S4	*Ga bisa* Ms	9
T	*Ini lihat orangnya disini juga ga papa*	6
S1	Ms *sini ya* Ms, *ini kaya bunga*	9
T	*Ga papa tinggal dikasih telinga*	6
S2	Ms? (show the picture)	9
T	*Ya boleh*	3
T	After it, *setelah ada singa*. My father and brother ran after it. *Ayah dan anaknya itu berlari. Gambarnya kaya yang diatasnya ga papa*	5
S11	Ms, *kaya gini?*	9
T	Yes, after lion. My father and brother ran after it	3
T	*Dikasih tanda panah ya atau garis juga boleh*	6
	Silence (Teacher drawing on the blackboard)	10

S1	Ms *boleh makan permen*?	9
T	*Boleh*	3
S5	Ms *kaya gini* Ms?	9
T	Yes, good job	2
T	S14 finish? *Buku siapa ini*?	4
S13	Yes, Ms. *Buku aku*	8
T	*Ditaro dilaci aja yaa*	6
Silence (Students are drawing)		10
S11	*Aku ada permen siapa mau?*	8
S4	*Aku mau*	8
S5	*Aku mau*	8
S6	*Aku mau*	8
T	*Shh! ga rebutan, jangan rebutan*	7
T	*Dikasih… Shh!*	7
T	*Dikasih tanda panah atau garis*	6
T	*Trus tadi setelahnya ada apa?*	4
Silence (The teacher looks for pictures and draws on the blackboard)		10
S8	*Kalo kaya gini boleh ga* Ms?	9
T	*Boleh bagus, lanjut*	2
Silence (Teachers check learning hours)		10
T	*Nah kaya gini boleh, orangnya kaya manusia lidi boleh*	6
Silence (Teachers check students' work)		10
S7	Ms *gambar orangnya gimana* Ms?	9
T	*Ini kaya gini juga boleh*	3
S1	*Kaya gini* Ms?	9
T	*Loh jangan dibawahnya, tapi orangnya disampingnya*	7
S2	*Yah ga muat* Ms	8
T	*Ya kalo ga muat disini ya, gambar yang kecil atau disini juga boleh*	6
T	*Nah ini bagus punya* S12	2
T	Have you finish?	4
Ss	Not yet	8
S12	*Selanjutnya apa* Ms?	9
T	*Ini*, after my father and brother ran.	6
T	There were?	4
S12	*Kuda dan Sapi*	8
T	Yes	3
S5	*Orangnya berapa* Ms?	9
T	*Dua*	3
T	S4 *jangan coret-coret yaa*	7
T	Brother *cewe apa cowo*?	4
S8	*Cowo*	8
Silence (check students' work, and draw cows)		10
S8	Ms *kaya gini jelek*	9
T	*Ga papa, itu bagus kok* good	2

T	*sapinya mana*?	4
S3	*Sapinya gimana* Ms?	9
T	*Ini bagus kok udah bagus*	2
S9	*Kudanya gimana* Ms?	9
T	*Kuda? Itu lihat punya* S8 *bagus*	6
T	*Sebentar ya* Ms *cek jam pelajaran dulu, itu kenapa belnya waktu istirahat sudah berakhir*	6
Silence (The teacher takes a picture of the students while working on the worksheet)		10
T	Finish? Can you bring the pencil colors you can coloring	6
S10	*Ga bawa* Ms	8
T	Okay *kalo ga bawa itu dan belum selesai boleh buat PR dan diselesaikan dirumah*	6
S9	*Sudah istirahat* Ms?	9
T	*Belum, belum istirahat sebentar lagi*	3
T	Okay *buat PR aja ya? Buat PR aja nanti bisa liat di google gambar yang mudah*	4
S1	*Kayanya nanti aku hapus semua deh*	9
T	*Iya ya boleh*	3
T	Okay *yang belum selesai boleh dibawa pulang*	6
T	Okay, Shh! Shh!	7
T	Okay, *dibawa pulang worksheetnya silahkan kalau mau dirubah gambarnya maksudnya diperbaiki lagi boleh, diwarnai juga boleh, silahkan. Dan worksheetnya jangan dihilang-hilang yaa*	6
T	Okay. So, thank you so much for today Ms I *akhiri yaa*. Thank you for today, thank you for your attention and see you for the next meeting	2
T	Shut! Ms I *akhiri dulu*. S8 sit down please. *Ayo* S12	7
T	Okay, *wassalamu'alaikum Wr. Wb.*	2
Ss	*Wa'alaikumussalam Wr. Wb.*	8

Appendix 4 Video Recording Transcription (2nd Meeting)

Second meeting: May 6th 2024

Participant	Classroom1 Verbal Interaction	Code
T	*Belum berdoa?*	4
Ss	*Belum Ms*	8
T	*Yuk* everybody silent	6
T	*Ayo berdoa dulu*	6
T	S6, *ayo diam nanti ga dimulai-mulai*	7
T	Okay, please the leader, *siapa ketuanya?*	4
S1	S2	8
T	*Ayo dipimpin mas*	6
S2	Let's pray together	8
	Silence (Students pray)	10
T	Okay good morning class	2
Ss	Good morning Ms	8
T	How are you today?	4
Ss	I am fine thank you, and you?	8
T	I am fine too thank you	1
T	Who absent today?	4
Ss	S15	8
4T	Okay, shh! *Berdoanya tidak teriak-teriak yaa*	7
T	*Topinya silahkan dimasukkan ke tas biar tidak hilang*	6
S3	Ms I *aku ga bawa topi*	9
T	*Ya ga papa*	3
T	Okay *sudah siap apa belum?*	4
	Silence (The teacher opened the book)	10
S4	*Yah* Ms *lupa*	8
S8	*Yah* Ms *belum dikerjain*	9
S9	Ms *aku belum ngerjain*	9
T	*Shht! Nanti yang masih teriak-teriak dikasih* bad point *loh*	7
S5	Ms *punyaku hilang kek gitunya* (worksheet)	9
T	*Apanya? Kertasnya?*	4
S5	*Iya* Ms	8
T	*Ya nanti dicari lagi dirumah*	3
T	S7 where your textbook?	4
S7	*Ga bawa*	8
T	*Ga bawa lagi?*	4
S7	*Ada di tas* Ms	8
T	Okay please open *shh!* S5, S8!	7
T	Please open your student book page eighty two	6
S1	*Yang mana* Ms?	9
T	*Halaman* eighty two	3

S2	Workbooknya *ga dipake* Ms?	9
T	*Dipake*, workbooknya *nanti buat mengerjakan*	3
	Silence (Students prepare books)	10
T	*Shh*! Everybody silent	7
T	*Sudah siap pelajaran atau belum?*	4
S10	*Belum*	8
T	S8, S6 *ayoo, shh!* S7!	7
T	Okay, *sudah*? Have you open student book?	4
T	Page eighty two, S9 *belum dibuka bukunya*	6
S11	Ms S7 *mainan* Ms	9
T	*Yok* S9 open your student book	6
T	*Yok yang masih mainan shh!*	7
T	Page eightytwo. Okay chapter seven	6
T	Okay chapter seven, I will learn about in the hospital	5
T	S6!	7
T	What is hospital?	4
S12	*Rumah sakit*	8
T	*Rumah sakit* okay	3
T	*Dirumah sakit kira-kira ada apa aja?*	4
S14	*Ada manusia*	8
T	*Bukan itu*	7
T	Who is work in the hospital?	4
T	*Shut!*	7
T	*Ayo siapa?* Who is work in the hospital? *Yang bekerja dirumah sakit biasanya siapa?*	4
S1	*Dokter*	8
S2	*Dokter*	8
S13	*Pilot* Ms	8
T	*Pilot ada di rumah sakit?*	4
S5	*Sindrom-sindrom*	8
S13	*Pilot kalo sakit* Ms	8
T	*Tapikan* Ms *tanyanya yang bekerja*	7
T	Okay okay, show in your student book page eighty two, there are eight new vocabularies, *ada delapan kosakata baru*	6
T	The first one, *yang pertama apa?*	4
S11	*Irek?*	8
T	*Bukan, dibacanya* earache	5
T	Number two? The second one, *apa itu?*	4
S4	*Jiji*	8
T	*Apa?*	4
S4	*Jiji*	8
T	No, headache	5
T	Number three?	4
T	Number three cold	5

T	Number four?	4
S5	Tooth?	8
T	Toothache	5
T	Number five?	4
T	Stomachache	5
T	Number six?	4
T	Cough, *dibacanya caf*	5
T	Number seven?	4
S12	Doctor	8
T	Doctor	3
T	Number eight?	4
S12	Ners	8
T	Ners	3
T	*Siapa yang tau artinya?*	4
S7	*Saya*	8
S8	*Saya*	8
S9	*Saya*	8
T	*Coba nomor satu,* S12? Earache *apa artinya?*	4
S12	*Sakit*	8
S8	*Sakit telinga*	8
T	*Ya,* ear *itu telinga, jadi* earache *sakit telinga*	5
S12	*Sakit kepala*	8
S9	*Demam*	8
T	*Dingin? Kalo demam apa harusnya? Demam apa? Ada yang tau demam?*	4
S12	Cold	8
T	Cold *itu apa?*	4
S8	*Pilek*	8
T	*Ya* cold *itu flu atau pilek,* good	2
T	*Sebentar Ms mau tanya kalo demam itu apa? Demam? Ada yang tau? Mas S12 tau? Demam* in English *apa?*	4
S12	*Flu*	8
T	*Fe?*	4
S8	Fever	8
T	Fever, yes good job *mas*	2
T	Number four, toothache, *sakit gigi*	5
T	Stomachache?	4
S5	*Sakit perut*	8
T	*Sakit perut* good job S5	2
T	And then cough?	4
S12	*Batuk*	8
T	*Batuk*	3
T	*Ada gambarnya ga?*	4
T	Doctor?	4
Ss	*Dokter*	8

T	Ners?	4
S5	*Perawat*	8
S3	Ms?	9
T	*Dalem*	3
S3	*Permisi, ga keliatan*	9
T	*Iya sebentar*	3
T	Okay *silahkan ditulis artinya dulu dibawahnya*	6
S13	Ms?	9
T	*Dibuku tulis ya boleh, disini ya boleh*	3
T	Okay *ditulis dulu ya*	6
	Silence (student writing)	10
T	Okay have you finish?	4
S10	Finish	8
S7	Not yet	8
T	Okay *ditulis kalo belum*	6
T	S7 *sudah*?	4
S7	*Belum*	8
S2	Ms *kalo ini cewe apa cowo?*	9
T	*Mana?*	4
S2	*Ini?*	8
T	*Iya itu cowo*	3
T	S14, have you finish?	4
S14	Not yet	8
	Silence (Students are still writing)	10
T	Okay hurry up please	6
	Silence (student writing)	10
T	The other have you finish?	4
Ss	Finish	8
T	S6 *kenapa? Kamu pusing?*	1
S6	No	8
T	Are you sleepy?	4
S6	Yes	8
T	*Kok ngantuk, kamu tidur jam berapa* S6?	1
S6	*Jam 12*	8
T	*Jam 12, ngapain?*	4
T	Okay, *shh*!	7
T	Have you finish? *Sudah selesai semua?*	4
Ss	*Ya*	8
T	Okay, look at the whiteboard please	6
T	Look at the whiteboard please S11!	6
T	*Ayo semuanya lihat ke papan tulis ya*	6
T	Repeat after me	6
S5	Repeat after me	8
S7	Repeat after you	8

S8	Yes, I will repeat after you	8
S6	Repeat after you	8
S1	Repeat after you	8
S10	Yes, I will repeat after you	8
T	*Lupa ya,* okay, Ms I *ulangi ya*	6
T	Repeat after me	6
Ss	Yes, I will repeat after you	8
T	*Eh ada yang* after me? *Siapa tadi?*	4
S11	*Aku*	8
T	After me *atau* after you?	4
S7	After me	8
T	After you	5
T	Okay, in the hospital	6
Ss	In the hospital	8
T	*Dirumah sakit*	6
Ss	*Dirumah sakit*	8
T	Okay	3
T	Earache	6
Ss	Earache	8
T	*Sakit telinga*	6
Ss	*Sakit telinga*	8
T	Headache	6
Ss	Headache	8
T	*Sakit kepala*	6
Ss	*Sakit kepala*	8
T	Cold	6
Ss	Cold	8
T	*Flu*	6
Ss	*Flu*	8
T	*Atau pilek*	6
Ss	*Atau pilek*	8
T	Toothache	6
Ss	Toothache	8
T	*Sakit gigi*	6
Ss	*Sakit gigi*	8
T	Stomachache	6
Ss	Stomachache	8
T	*Sakit perut*	6
Ss	*Sakit perut*	8
T	Cough	6
Ss	Cough	8
T	*Batuk*	6
Ss	*Batuk*	8
T	Doctor	6

Ss	Doctor	8
T	*Dokter*	6
Ss	*Dokter*	8
T	Ners	6
Ss	Ners	8
T	*Perawat*	6
Ss	*Perawat*	8
T	Fever	6
Ss	Fever	8
T	*Demam*	6
Ss	*Demam*	8
T	Okay, *sekarang diulangi sendirian, bareng-bareng ya,* one two three	6
Ss	Ear	8
T	Earache	5
Ss	Earache *sakit telinga*, head	8
T	Headache	5
Ss	Headache *sakit kepala*, cold *flu atau pilek*, toothache *sakit gigi,* stomachache *sakit perut*, cough (*kog*)	8
T	*Ayo bacanya apa tadi?*	4
T	Cough (*caf*)	5
Ss	Cough *batuk*, doctor *dokter*, ners *perawat*, fever *demam*	8
T	Okay good job	2
T	*Kira-kira ini kalo dihapus tau ga artinya?*	4
Ss	*Engga*	8
S6	*Kan bisa liat buku*	8
T	No	7
T	Okay, I want you to come forward two by two, *dua-dua, ya nanti maju dua-dua.*	6
T	*Seperti biasa*, the first student will write the English version and the other student will write the Bahasa Indonesian version. And then *nanti setelahnya gantian.* Okay *paham? Paham tidak?*	4
T	*Coba dilihat dulu, dipahami dulu, diingat-ingat* earache, headchache and other, you have to remember how to write and the meaning, *diingat-ingat cara tulisnya artinya*	6
T	Two by two or one by one? *Dua-dua atau satu-satu?*	4
S1	*Dua-dua*	8
S12	*Satu-satu*	8
S8	*Dua-dua*	8
S5	*Satu-satu*	8
T	*Dua-dua atau satu-satu?*	4
S9	*Dua, kan pas*	8
T	*Oh ya kalo dua kan pas ya*	3

T	Okay, now Ms I will *hapus semua ya* this name	6
S7	*Yahh* (sad voice)	8
T	Ms I *hapus semuanya dulu yaa, kan tadi sudah nulis*	6
Silence (Teacher removes English vocabulary)		10
T	*Oh atau* I want to make you two group, *atau dibagi dua kelompok*	6
T	*Nah jadi kita bagi dua kelompok, jadi perkelompoknya ada berapa anak?*	4
S4	Seven	8
S3	*Lima*	8
T	Seven	3
T	*Dua kelompok, jadi* we will play game, *kita akan main game kata berantai*	6
T	Okay *sekarang dibagi tujuh*, start from S10, *berhitung*	6
S10	One	8
S9	Two	8
S8	Three	8
S7	Four	8
S6	Five	8
S5	Six	8
S4	Seven	8
T	Okay, *dimulai dari satu*	6
S3	One	8
S2	Two	8
S1	Three	8
S11	Four	8
S12	Five	8
S13	Six	8
S14	Seven	8
T	*Eh salah harusnya* one two *doang*, one two one two *gitu*	6
T	*Coba ulangi dari* S10	6
S10	One	8
S9	Two	8
S8	One	8
S7	Two	8
S6	One	8
S5	Two	8
S4	One	8
S3	Two	8
S2	One	8
S1	Two	8
S11	One	8
T	Okey, S12	6
S12	Two	8
S13	One	8

S14	Two	8
T	Okay, *yang* one *silahkan berkumpul dengan kelompoknya, yang satu dengan yang satu yang dua dengan yang dua*	6
S5	*Aku dua*	9
T	*Brarti kumpul sama yang dua*	3
T	*Kursinya dimasukkin biar gampang*	6
S4	Ms *tadi aku berapa?*	9
T	*Eh mba* S5 *tadi kamu berapa?*	4
S5	Two	8
T	*Brarti kamu satu* S4	3
T	*Yok yang satu dengan yang satu*	6
T	*Yok* S7, stand up please	6
T	*Sini, yang satu sebelah timur*	6
S3	Ms *aku ga ada temen perempuan?*	9
T	*Masa?*	1
T	*Coba sini baris yang bener*	6
T	*Yang satu kumpul sini*	6
T	*Dua disini*	6
T	*Lah ini ada pasangannya kok satu*	7
T	Okay	3
Silence (Conditioning students)		10
T	Okay *shh*!	7
T	Okay *kita mau*, okay every group you have to choose one leader, *setiap kelompok harus memilih ketuanya satu*	6
S12	*Siapa jal siapa*	8
T	*Ketuanya ada di paling depan, ketuanya nanti dipaling depan, tunjuk siapa yang mau jadi ketua*	6
S11	*Aku*	8
T	*Siapa yang mau jadi ketua*	4
T	Okay *tugasnya nanti shh*!	7
S12	*Ini yang kaya kemaren itu ya* Ms?	9
T	*Iya*	3
T	Okay, *shh! Sudah sudah*	7
T	Okay, *yang paling belakang nanti tugasnya menerima informasi dari* Ms I, *nanti dibisikkan ke depannya, tidak boleh*	6
T	*Shh! Dengarkan*	6
Silence (Preparing the Game)		10
S11	Ms *kebalik itu* Ms	9
T	*Oh iya*	3
T	*Shh! Shh!*	7
Silence		10
T	Okay are you ready guys? *Sudah siap apa belum? Sudah?*	4

T	S11, S11 *sudah siap?*	4
T	Okay *peraturannya tidak boleh mengulang lebih dari dua kali, jadi maksimal hanya dua kali, jadi kalo dua kali ga denger brarti ya udah*	6
S6	Ms *pengin kencing?*	9
T	*Oh pengin kencing ya udah ke kamar mandi dulu*	3
S6	*Ga mau*	8
T	*Ga papa jangan ditahan*	3
T	*Sudah paham?*	4
T	*Tidak boleh mengulang lebih dari dua kali ya, Cuma dua kesempatan doang*	6
T	*Tidak berisik, kalo berisik nanti tidak dimulai*	6
T	*Yang didepan tugasnya menuliskan apa yang didengar dari belakangnya beserta artinya*	6
S9	*Sama artinya* okay okay	8
	Silence (The game will start)	10
T	Okay guys, are you ready? *Sudah siap?*	4
S7	*Sudah* Ms	8
T	*Okay, nanti bentar-bentar, sebelum mendapat informasi harus menghadap ke depan tidak boleh menghadap kebelakang*	6
T	*Eh jangan dibuka, bukunya ditutup*	7
T	*Udah dikasih tau ya?*	4
S9	*Engga*	8
T	*Yakin?*	4
S9	*Engga*	8
T	*Sudah dikasih tau belum?*	4
S7	*Belum*	8
T	*Sudah, sudah dikasih tau,* Ms I *ganti, ga boleh curang*	6
T	Okay S8 *dan* S9 *sini*	6
T	Okay *yang lain menghadap kedepan sebelum pundaknya disentuh*	6
T	S7!	7
T	Okay *semuanya menghadap kedepan, nanti belum dimulai*	6
T	*Ketika sudah ditepuk pundaknya boleh menghadap ke belakang*	6
T	Okay Ms I *mulai*, one two three!	6
	Silence (game)	10
T	*Jangan keras-keras*	6
T	Okay *sudah jangan diganti ya jawabannya*	6
T	*Kalian hanya menyampaikan apa yang kalian dengar tidak dengan artinya, artinya itu tugasnya ketuanya* okay	6
T	Okay *yang kedua*	6

T	Okay *biar adil kaya gini, sekarang yang paling belakang maju kedepan, tukeran biar semuanya nulis begitu juga yang dibelakang nanti*	6
T	*Sekarang tugasnya* S6 *dan* S7	6
T	*Belum dimulai, tidak boleh menyebut artinya, artinya hanya yang depan, yang kedua boleh membantu artinya hanya artinya, tulisannya tidak boleh ya cara tulisnya tidak boleh*	6
T	Okay one two three!	6
Silence (game)		10
T	Okay *artinya silahkan ditulis artinya*	6
T	Okay *sudah, ga boleh diganti*	6
T	Okay *yang dibelakang kedepan*	6
T	S4, S5	6
T	Okey one two three	6
Silence (game)		10
T	Okay S6 *boleh bantu artinya*	6
S12	*Udah tau udah tau artinya*	8
T	*Artinya tau ga?*	4
S8	*Ga*	8
T	Ms I *hitung sampai tiga*, one two three	6
T	*Ga tau artinya, ga usah ditulis artinya*	6
T	S4 *maju*	6
S6	*Aku mau cuci tangan Ms*	9
T	*Iya silahkan*	3
T	*Digantikan dulu ya*	6
T	*Sini mba sini*	6
Silence (Teacher tells vocabulary)		10
T	Are you ready?	4
Ss	Ready	8
T	One two three!	6
	Silence (game)	10
T	*Ga tau artinya?* Okey *satu dua*	4
S4	*Bentar* Ms	8
T	Okay good	2
T	*Siapa tadi ayo maju kedepan*	6
T	*Tidak dibetulkan ya*	6
Silence (The teacher provides vocabulary)		10
T	One two three!	6
Silence (game)		10
T	*Yang boleh maju hanya satu, yang lain mundur*	6
T	*Sudah?*	4
S5	*Sudah*	8
T	Okay, *mundur*	6
T	*Belakang maju belakang*	6

T	One two three okay	6
	Silence (game)	10
T	Okay *satu lagi selesai*	6
T	Okay S12 *dan* S13	6
T	*Ayo tidak boleh dibantu banyak orang, yang lain mundur ayoo*	6
T	*Ini mas, hanya* English *nya*	6
T	One two three!	6
	Silence (game)	10
T	Okay last, one two three four five six seven eight nine ten, okay times up!	6
T	Okay *semuanya mundur*	6
T	Okay *kita koreksi semuanya* group two and group one	6
S6	*Kurang satu lagi Ms?*	9
T	*Ha kurang satu lagi?*	4
S4	*Udah, udah semua*	8
T	*Iya udah semua*	3
S10	Ners *belum Ms?*	9
T	Ners *memang engga*	3
T	Okay the first one, *siapa tadi yang baca*, S8 *sama*?	4
S7	*Siapa tadi ya?* S9	8
S9	*Iya aku*	8
T	Okay number one *tadi apa? Yang pertama,* toothache *artinya apa?*	4
S13	*Sakit gigi*	8
T	*Sakit gigi, tulisannya gimana? Betul atau tidak?*	4
S12	*Ini betul ini salah*	8
T	*Ini betul ya* toothache	3
T	Okay *sekarang kalau penulisannya benar dan artinya benar* Ms *nilai lima*	6
T	Okay *ini artinya benar ya tapi tulisannya salah harusnya gini, jadi nilainya, karena ini jauh ya kalau cuma kurang satu huruf* Ms *kasih empat tapi karena ini salah jadi* Ms *kasih tiga*	6
S8	*Ga papa*	8
T	Number two *tadi apa?* Earache, *ini artinya udah bener tapi salah nulis jadi tiga*	4
T	Number three fever *demam, betul lima, ini ga ada artinya ya brarti dua*	6
T	Okay *selanjutnya* stomachache	6
T	*Ini sudah mendekati benar, jadi* Ms *kasih nilai empat*	6
Ss	*Yeay*	8
	Silence (judge)	10
T	*Ayo terakhir apa tadi?*	4
S12	*Sepuluh tambah tiga berapa* Ms*?*	9

T	*Ini salah semua ya ini, ini juga salah banget*	6
T	*Kaya gini nih yang bener (menulis* cough*), dibacanya caf tulisannya kaya gini*	5
T	Okay *sekarang dihitung*	6
Ss	*Tiga, enam, sebelas, lima belas, dua puluh*	8
T	*Dua dua, dua tujuh*	6
S5	*Yeay*	8
T	Okay *yang* group two, *lima, delapan*	6
Ss	*Sepuluh, tiga belas, delapan belas*	8
T	*Dua puluh lima,* okay *pemenangnya adalah* group one, *yeay* give applause	6
T	*Grup satu nanti grup satu* Ms *kasih hadiah ya, jadi di inget-inget ya siapa aja kelompoknya*	6
T	*Ini selisihnya sedikit banget ya, ga papa*	7
T	*Ayo semuanya duduk*	6
T	*Masih ada yang bingung yaa cara nulisnya ya sama cara membacanya sama artinya*	7
T	*Masih ada yang bingung lagi ga?* Is there any question?	4
Ss	*Engga*	8
T	*Tidak ya*	3
T	*Seru?*	4
S12	*Biasa*	8
T	*Biasa*	3
T	*Tadi, yang kelompok satu dinget-inget ya kelompoknya*	6
T	Okay *sampai jam 9.20 ya kita jamnya*	6
T	Today we have learn about in the hospital and some vocabularies, *kita sudah belajar tentang beberapa kosakata yang biasa digunakan mungkin dihospital atau dirumah sakit,* toothache, earache, cold, and others	5
T	Is there any question? *Ada pertanyaan tidak?*	4
S14	*Engga*	8
S5	Ms *emang* math *ada PR?*	9
Ss	*Ada*	8
T	*PR nya halaman delapan puluh dua ya,* workbook page eighty two	6
T	*Silahkan ditandain,* workbook page eighty two	6
T	Okay Ms I *akhiri,* so thank you so much	2
T	*Shh! Shh!*	7
T	Okay Ms I *akhiri Wassalamu'alaikum Wr. Wb.*	2
Ss	*Wa'alaikumsalam Wr. Wb.*	8

Appendix 5 Video Recording Transcription (3rd Meeting)

Third meeting: May 8th 2024

Participant	Classroom Verbal Interaction	Code
T	*Assalamu'alaikum Wr. Wb.*	2
Ss	*Wa'alaikumussalam Wr. Wb.*	8
T	Okay good morning class	2
Ss	Good morning Ms	8
T	Okay how are you today?	4
Ss	I am fine thank you, and you?	8
T	I am fine too thank you	1
T	Who is absent today?	4
Ss	*Nihil*	8
T	Okay *Alhamdulillah*	1
T	*Yok yang masih ada sampahnya minta tolong dibuang*	6
T	*Itu sampahnya siapa? Ayo dibuang dulu*	4
T	*Itu buat nanti aja mas itu masih banyak, sekarang pelajaran dulu yok, ini Cuma satu jam pelajaran soalnya*	6
T	Okay, *mana bukunya?* Where is your student book?	4
T	*Yok dibuka* S9	6
S4	Ms *ada PR*	9
T	*Iya*	3
S7	*Iya* Ms *ada PR*	9
T	How many homework? In workbook or student book?	4
S2	Workbook	8
T	How page?	4
S9	Eighty two	8
T	Eighty two okay, *PR nya ada dihalaman delapan puluh dua, dibuka ayo*	6
S15	*Aku ga tau* Ms	9
T	*Kenapa ga tau?*	4
S6	*Aku juga ga tau, ga inget*	8
T	*Siapa yang tidak mengerjakan PR?*	4
S11	*Saya*	8
S15	*Saya*	8
S3	*Halaman berapa* Ms*?*	8
T	Workbook page Eighty two	6
T	Okay *PR nya dikumpulkan nanti*	6
S7	*Ini bukan* Ms?	9
T	Okay good S7	3
T	*PR nya dikumpulkan nanti yaa*	6

T	So, in the previous meeting we have learn about in the hospital, did you remember the vocabularies? *Masih pada inget ga kosakatanya apa aja?*	4
S8	Cough	8
T	Cough	3
T	What is cough?	4
S8	*Batuk*	8
T	*Batuk*	3
T	And then?	4
S9	Ners	8
T	What is ners?	4
S3	*Perawat*	8
T	*Perawat*	3
T	And then?	4
S2	Cold	8
T	Cold	3
T	What is cold?	4
S5	*Flu atau pilek*	8
T	*Ya bener flu atau pilek*	3
T	And then?	4
S10	Ners	8
T	Ners *sudah*	7
S4	Doctor	8
T	Doctor	3
T	And then?	4
S12	Head	8
T	Head *apa? Gimana bacanya kemarin?* How to read this one? *Sakit kepala apa kemarin bacanya? Sakit kepala* what in English? *Sakit kepala?* Head?	4
S13	*Ga tau* Ms	8
T	Headache	5
T	And then, *sakit telinga kemarin apa?*	4
S5	Ear	8
T	Earache	5
T	And then, *sakit perut?*	4
S12	Stomachache	8
T	And then, *sakit gigi?*	4
S7	Tootbrush	8
T	Toothbrush? *Sakit gigi* toothbrush *betul atau salah?*	4
S2	*Salah*	8
T	Toothbrush *itu apa?* What is toothbrush?	4
S9	*Sikat gigi*	8
T	*Sikat gigi* okay	3
T	*Kalau sakit gigi brarti apa?* Tooth?	4
S12	Toothache	8

T	Toothache okay good job	2
T	*Masih inget ya?*	4
Ss	*Masih*	8
T	*Masih inget* okay	3
T	*Nah* today I have a worksheet is about finger spelling	6
T	Okay, attention please! Attention please!	6
T	Okay Ms I *punya* worksheet *yaa*, is about finger spelling, do you know about finger spelling? Tau fingers spelling? *Tau tidak?*	4
S6	*Tidak*	8
T	Body sign *tau? Bahasa isyarat tau?*	4
S2	*Engga*	8
S5	*Bisa bisa*	8
S8	*Tau*	8
T	*Tau, tapi bisa atau tidak?*	4
S8	*Tidak*	8
T	*Yaa tidak*	3
T	Okay *Bahasa isyarat digunakan buat apa biasanya?*	4
S5	*Orang tuli*	8
S8	*Orang bisu*	8
T	*Ya untuk* dumb people or deaf people, *untuk orang bisu atau* dumb people, *dan orang tuli atau* deaf people	5
T	*Orang bisu atau orang tuli biasanya menggunakan Bahasa?*	4
Ss	*Isyarat*	8
T	Okay Ms *tuliskan di papan tulis, kalo* deaf *itu tuli kalo* dumb *itu?*	4
S4	*Bisu*	8
T	Okay, *nah biasanya mereka menggunakan Bahasa isyarat*, even tought in some work they have some body sign, *biasanya dibeberapa kata ada Bahasa isyaratnya tersendiri, tapi untuk* finger spelling *atau ejaan itu ada juga yang* A B C D E *sampai* Z	5
T	*Nah kalau orang biasa atau yang seperti kita yang tidak memiliki kekurangan, bisa berbicara dengan baik, melihat dengan baik, mendengar dengan baik, kalau mengeja seperti apa?*	4
S6	*Biasa*	8
T	*Nah biasa kan, berbicara seperti biasa kalo misalnya* what is your name? *Najwa misalnya*, can you spell your name?	4
T	*Nah gimana ngejanya?*	4
Ss	N – A – J – W – A (English)	8
T	Najwa okay	3

T	So, how about deaf people or dumb people *yang mereka tidak tau itu apa dan tidak bisa berbicara, biasanya mereka menggunakan* body sign, *Bahasa isyarat atau* finger spelling	5
S3	*Bahasa isyarat itu apa?*	9
T	*Bahasa isyarat itu yang biasanya pakai tangan atau gerakan tubuh*	5
T	*Nah* finger spelling *ini biasanya untuk pengejaan, misalnya ada orang yang tunawicara atau bisu biasanya menggunakan* finger spelling *untuk berbicara*	5
T	*Nah disini*, I want you to do this worksheet to all of you, so I want you to look and write the word based on finger spelling draw, *okeh dilihat* finger spelling *nya gimana dan disini sudah ada tabelnyaa, table* finger spelling *nya kalau A bagaimana kalau B bagaimana*	6
T	*Coba sekarang dibagikan*	6
	Silence (Share a worksheet)	10
T	*Siapa yang belum?*	4
S10	*Aku*	8
S12	Some word, finger spelling	8
S2	Ms?	9
T	*Dalem*	3
S2	*Kok nomer duanya ga ada?*	9
T	*Ini* number two *itu* fingerspell two of the 'health' words for a partner, *kalian sama teman kalian suruh mempraktekkan finger spell untuk kata* 'health', *oh* health words *bukan kata* health *nya tapi bisa kaya* headache *atau* cold	5
T	Activity one aja, just activity one, if you can draw, *kalau bisa digambar ya digambar kalau ga bisa ga usah ga papa*	6
S2	*Yeay ga usah digambar*	8
S9	*Ih susah ya kalau Bahasa inggris*	8
	Silence (students working on)	10
S8	*Gimana sih?*	9
T	*Dicari yang sesuai*, you have to find the finger spell based the table	3
S12	Ms? *Ini jari tengah?*	9
T	No, like this (Practice fingerspell)	7
S2	Ms *ini jari apa* Ms?	9
T	*Ini* (Practice fingerspell)	3
S5	*Ga maksud aku* Ms	9
T	*Dicari yang sesuai ini kaya gini*	3
S5	*oh ya aku maksud*	8

S6	*Pensilku ilang* Ms	9
T	*Dimana? Jatuh?*	4
T	*Itu dibawah punya siapa?*	4
S6	*Bukan*	8
Silence (students working on)		10
T	*Kalo udah ketemu jangan bilang-bilang yaa*, just to yourself	6
T	Write your name	6
Silence (The teacher checks in with each student)		10
S6	Ms *bingung*	9
T	*Ini disesuaikan gambarnya, kaya ini sama kaya ini, ini sama ini*	3
T	*Kalau bingung ditulis satu-satu kalau ini udah dicoret kaya gitu*	6
S2	Ms *kaya gini?*	9
T	Okay *bener*	3
Silence (Teachers guide students individually)		10
S12	Ms *selesai* Ms	9
T	*Selesai*? Okay good	2
T	S15 *juga udah?*	4
S15	*Udah*	8
S9	Ms *gambarnya kan ga usah?*	9
T	*Kalau bisa gambar digambar ya ga papa*	3
S2	Ms I, *itu udah ada yang selesai?*	9
T	Yes, S12 and S15	3
S2	Ms *ini kaya gini?* (Practice by hand)	9
T	*Kaya gini ini* (Practice by hand)	7
S1	*Susah* Ms	9
T	*Susah? Ini dicoret kaya gini aja, kalau udah dicoret*	3
S2	*Tapi ini kok kaya gini* Ms*?*	9
T	*Iya kek gitu sama kan, eh tapi pakai kelingking yah, ya brarti yang bener pakai kelingking*	3
T	*Yang sudah boleh dikumpulkan* Ms I *cek dulu*	6
Silence (The teacher checks the completed work of the students)		10
S6	Ms *kaya gini?*	9
T	*Mana? Ini sama ga sama ini? Samakan aja sama yang udah ada*	3
Silence (Continue to check student work)		10
S2	Ms *ini?*	9
T	*Iya sabar dong,* wait	3
S2	*Eh udah ketemu* Ms	8
T	*Udah ketemu ya udah, diteliti baik-baik pokoknya*	3
T	*Diteliti dengan baik*	6
S11	Ms *kaya gini kah* Ms*?*	9
T	*Hmm betul* good	2

S5	*Ga digambar* Ms*?*	9
T	*Iya ga usah digambar*	3
T	*Ini* S15 and S12, I want you to practice it to spell your name	6
S12	My name	8
T	Hmm, okay practice your name with fingerspell	6
S11	Ms *aku udah selesai* Ms?	9
T	Okay wait	3
T	(Teachers practice finger spells to students)	5
T	Okay *coba ya*	6
T	A(letter) like this or like this?	4
T	(Teachers practice finger spells to students)	5
T	Okay S12 can you spell yourname with finger spelling?	4
S12	Yes (students practice)	8
T	Okay good job, thank you	2
T	Okay *yang sudah selesai dikumpulkan ke depan*	6
T	*Ayo siapa yang mau lagi*, spell yourname with finger spelling?	4
S6	*Gimana* Ms?	9
T	Okay *dilihat ini* (Teaching students)	3
T	(Teachers practice finger spells to students)	5
S6	*Kaya gini* Ms (follow)	9
T	Yes, good job	2
T	*Sambil disebutin ya nanti*, S6	6
S6	*Jangan dulu lah* Ms	8
T	*Jangan dulu?* Okay, who try fisrt? *Eh* no second? The first one is S12 *tadi*	4
S4	Ms *punyaku mana* Ms worksheet *nya*?	9
T	*Mana? Ga ada*	3
S4	*Tadi udah ngumpulin*	8
T	*Coba bentar, ada yang ketinggalan disini nggak?*	4
T	*Apa di depan mba di meja*	3
T	(Teachers practice finger spells to students)	5
S6	*Kaya gini* Ms?	9
T	*Yaa*	3
T	Can you spell yourname with finger spelling?	4
S6	Yes	8
T	Okay, Ms I *mulai dari pertanyaan pertama ya*	6
T	Are you ready?	4
S6	Yes	8
T	*Bentar yaa satu-satu dulu yang lain* keep silent please	6
T	Okay hello, what is your name?	4
S6	My name is S6	8
T	Okay, can you spell yourname with fingerspelling?	4

S6	Yes (Practice)	8
T	S6, okay good job, thank you	2
T	Okay *siapa yang mau coba lagi?*	4
S5	*Aku*	8
T	Okay S5	3
S3	*Aku* Ms	8
T	Okay *sebentar ya*	3
T	(Teachers practice finger spells to students)	5
T	*Bisa?*	4
S5	*Coba lagi* Ms	8
T	(Teachers practice finger spells to students)	5
T	*Bisa?*	4
S5	*Bisa*	8
T	*Mulai ya*	6
T	(Teachers practice finger spells to students)	5
T	Okey S5 you will try?	4
S5	Yes	8
S10	Ms *ada kucing?*	9
T	*Kucing? Mana?*	4
S2	*Ih kitty*	8
T	Okay *dikeluarkan dulu kucingnya*	6
S8	*Jangan lah* Ms	8
T	*Eh nanti kalau bekalnya dimakan gimana?*	4
T	*Eh ini jangan naik-naik ke kursi*, sit down please	7
T	Okay S5 *mulai ayo mulai*	6
T	Okay, hello, what is your name?	4
S5	My name is S5	8
T	Can you spell your name with finger spelling?	4
S5	Yes	8
T	S5 okey thank you	3
T	The time is up okay	6
T	*Oh* S15 *mau*	4
T	The last one *yahh*, the time is up, the last one	6
T	S15 can you spell your name with finger spelling?	4
S15	Yes	8
T	*Ulangi ya ulangi*	6
T	Hello, what is your name?	4
S15	My name is S15	8
T	S15 can you spell your name with finger spelling?	4
S15	Yes	8
T	Okay, good job thank you	2
T	Okay, have you finish all?	4
Ss	Not yet	8
T	Not yet? *Siapa yang belum selesai?*	4

S3	*Saya*	8
S8	*Aku belum coba*	8
T	You want to try?	4
T	Okay *nanti* Ms I, I want to check your worksheet and I will distribute your worksheet if I finish, *kalau* Ms I *udah selesai*	6
S4	*Selesai ya* Ms?	9
T	*Belum*	7
T	Okay shh!	7
T	Okay the times is up, *besok lagi* Ms I… *oh iya iya, PR nya dikumpulkan*	6
T	Okay *PR nya dikumpulkan dulu* workbooknya	6
S9	*Aku udah*	8
T	Okay *yang udah ya udah*	3
T	Okay Ms I *tutup yaa*, thank you so much for today, thank you for your attention, *Wassalamu'alaikum Wr. Wb.*	2
Ss	*Wassalamu'alaikum Wr. Wb.*	8

Appendix 6 Interview Guidelines for Teacher

A. Interview Guidelines About Classroom Interaction

INTERVIEW GUIDELINES

This interview is aimed at English teacher who teach in 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal   :

Nama Guru   :

Lama Mengajar   :

Kelas yang Diajar   :

No.	Question	Answer
1.	Boleh sedikit memperkenalkan diri dan menceritakan tentang perjalanan mengajar?	
2.	Bagaimana cara belajar mengajar yang dilakukan dalam Bahasa inggris, khususnya pada EYL?	
3.	Apa tujuan pembelajaran yang ingin dicapai?	
4.	Apakah pernah mendengar tentang pola interaksi di dalam kelas?	
5.	Bagaimana pola interaksi yang ideal antara guru dan siswa di dalam kelas Bahasa inggris?	
6.	Bagaimana cara menunjukkan sikap empati dan kepekaan terhadap perasaan murid-murid di kelas?	
7.	Bagaimana cara memberikan pujian dan penguatan positif kepada siswa-siswa di kelas?	
8.	Apa yang dilakukan ketika menerima atau membangun ide-ide yang diberikan oleh siswa?	
9.	Bagaimana cara mengajukan pertanyaan kepada siswa-siswa di kelas?	
10.	Metode atau strategi apa yang gunakan untuk menyampaikan pengetahuan dikelas?	

11.	Bagaimana cara memberikan instruksi dan arahan kepada siswa-siswa di kelas?	
12.	Bagaimana cara untuk menangani situasi di mana guru harus mengkritik atau menunjukkan ketidaksetujuan terhadap respons atau perilaku siswa?	
13.	Bagaimana cara merespons pertanyaan yang diajukan oleh siswa-siswa di kelas?	
14.	Apa yang dilakukan dalam menangani atau merespons perilaku siswa yang mengganggu di kelas?	
15.	Bagaimana cara menangani situasi saat merasa bingung atau diam sejenak di kelas?	
16.	Apa saja kendala utama yang menghambat terjadinya interaksi yang efektif dengan siswa dalam pembelajaran bahasa Inggris?	
17.	Apakah perbedaan tingkat kemampuan bahasa Inggris siswa di kelas menjadi kendala dalam menciptakan interaksi di kelas?	
18.	Bagaimana cara mengatasi kendala terkait perbedaan gaya belajar dan kepribadian siswa dalam berinteraksi?	
19.	Kendala apa yang dihadapi terkait penggunaan bahasa Inggris selama berinteraksi dengan siswa di kelas?	
20.	Apakah kondisi kelas (jumlah siswa, ruang kelas, dll) menjadi kendala dalam memfasilitasi interaksi dengan siswa?	
21.	Bagaimana cara mengatasi kendala terkait motivasi dan partisipasi siswa yang rendah dalam interaksi di kelas?	
22.	Apakah terdapat kendala terkait manajemen waktu?	
23.	Apakah terdapat kendala dari sisi kurikulum atau kebijakan sekolah?	

24.	Bagaimana cara mengevaluasi dan merefleksikan kualitas interaksi dengan siswa setelah mengajar?	
25.	Apakah ada kendala lain terkait interaksi guru-siswa di kelas bahasa Inggris?	
26.	Apakah ada masukan atau saran untuk meningkatkan interaksi guru-siswa dalam pembelajaran bahasa Inggris?	

B. Interview Guidelines After Class Interaction Proportion Analysis
INTERVIEW GUIDELINES

This interview is aimed at English teacher who teach in 3rd grade at SDIT Nusawungu Cilacap Regency regarding the dominant proportion after being analyzed through FIACS.

Tanggal   :

Nama Guru   :

Lama Mengajar   :

Kelas yang Diajar   :

No.	Question	Answer
1.	Sadarkah Anda bahwa guru cenderung mendominasi kelas dalam hal pembicaraan guru di kelas?	
2.	Apakah Anda yakin bahwa siswa perlu meluangkan lebih banyak waktu untuk berbicara selama pembelajaran, terutama dalam konteks EYL?	
3.	Berdasarkan observasi, Anda cenderung menggunakan kategori memberi arahan dan bertanya. Apakah ada alasan khusus mengapa Anda melakukan hal tersebut atau apakah Anda melakukannya secara spontan?	
4.	Apakah menurut Anda upaya Anda dapat dikaitkan dengan keterlibatan dan motivasi peserta didik?	

Appendix 7 Transcript of Interview Results for Teacher

A. Interview Results About Classroom Interaction

INTERVIEW GUIDELINES

This interview is aimed at English teacher who teach in 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal : May 8th 2024

Nama Guru : Ms. Ika Susi Sulistiyo Wati

Lama Mengajar : 1 tahun

Kelas yang Diajar : kelas 3, 4, dan 5

No.	Question	Answer
1.	Boleh sedikit memperkenalkan diri dan menceritakan tentang perjalanan mengajar?	Perkenalkan, nama saya Ika Susi Sulistiyo wati. Untuk di SDIT Nusawungu ini belum lama sih, belum bener-bener satu tahun lah ya. Tapi ya baru dari tahun pelajaran ini, 2023-2024. Kalau untuk awal memang agak perlu belajar lagi lah ya. Karena kan memang lulusan Bahasa Inggris, terus ternyata yang disini kan untuk program internasional. Jadi untuk program internasional sendiri kan memang ada mathnya. Kalau untuk yang ini (Bahasa Inggris) mungkin masih sama lah ya, masih bisa. Kalau mathnya memang perlu belajar lagi, seperti itu sih.
2.	Bagaimana cara belajar mengajar yang dilakukan dalam Bahasa inggris, khususnya pada EYL?	Kalau menurut aku sih yang penting fun aja ya, karena untuk anak-anak SD dan saya sendiri program internasional. Mungkin kan agak sedikit berat untuk anak SD kalau menurut saya sih. Jadi memang harus diciptakan pembelajaran yang fun aja, fun learning gitu. Mungkin dikasih game atau worksheet atau pakai flashcard dan lain-lain gitu. Pada intinya, kalo mengajar bahasa inggris ke anak anak itu bisa dg konsep learning by doing. Jadi sebagai guru bisa menciptakan pembelajaran bahasa inggris dengan kegiatan-kegiatan yang menyenangkan seperti belajar melalui games, mendengarkan cerita, bernyanyi atau kegiatan kegiatan menarik lainnya yang membuat anak anak semangat dan tidak bosan.

3.	Apa tujuan pembelajaran yang ingin dicapai?	Kalau untuk aku sendiri sih yang pertama karena memang lulusan pendidikan ya. Jadi kalau tujuannya yang pertama memang melanjutkan dari apa yang emang udah lulusan aku gitu, pendidikan yang udah disalurkan aja. Terus selain itu kan kita untuk mengajar juga sambil belajar lagi ya. Karena namanya belajar kan tidak pernah ada matinya ya, kalau jadi guru apalagi, itu malah justru setiap hari adalah belajar gitu. Jadi ya biar lebih menambah wawasan lagi sama diskusi dengan anak-anak.
4.	Apakah pernah mendengar tentang pola interaksi di dalam kelas?	Belum pernah sih pola interaksi kelas, belum pernah.
5.	Bagaimana pola interaksi yang ideal antara guru dan siswa di dalam kelas Bahasa inggris?	Nah itu sih sebenarnya kalau untuk pola interaksi sendiri ya memang belum pernah dengar ya, karena kan aku juga ngajar baru gitu, dari semenjak lulus kan gak langsung ngajar waktu itu. Ya paling karena untuk ngajar anak SD ya paling ya itu sih lebih disabar-sabarin. Untuk interaksi ya mungkin gak beda lah antara misalnya interaksi sama anak-anak SD sama anak-anak yang udah SMP atau SMA seperti itu sih.
6.	Bagaimana cara menunjukkan sikap empati dan kepekaan terhadap perasaan murid-murid di kelas?	Iya kadang-kadang iya soalnya kadang kan kelihatan ya kalau anak-anak kan memang mungkin belum bisa yang misalnya orang dewasa sedih bisa ditutupin misalnya gitu. Kalau anak-anak kan kelihatan tuh atau gak semangat belajar atau kelihatan lagi sedih sering tek tanyain kenapa lagi kenapa atau lagi pusing atau lagi kenapa kayak gitu.
7.	Bagaimana cara memberikan pujian dan penguatan positif kepada siswa-siswa di kelas?	Sejauh ini kalau aku paling pujian dengan verbal ya seperti itu atau mungkin bisa juga itu penerapan good point sama bad point. Biasanya itu untuk anak-anak kelas tiga sih itu masih sangat efektif ya masih efektif lah kalau misalnya dikasih good point atau good start atau bad start gitu bad point gitu. Jadi anak-anak tuh ada rasa gimana ya kalau misalnya melakukan sesuatu yang misalnya tidak boleh dilakukan di dalam kelas misalnya ngobrol sendiri atau lagi apa lagi pelajaran ngobrol sendiri atau main-mainan itu kan nanti ya bakalan dapat bad start gitu, atau nanti anak-anak yang memang anteng, rajin, atau aktif gitu aktif bertanya atau aktif tentang di

		pelajarannya nanti dapat good point atau good start gitu itu sangat mempengaruhi, itu salah satu bentuk lain sih dari apresiasi buat muridnya.
8.	Apa yang dilakukan ketika menerima atau membangun ide-ide yang diberikan oleh siswa?	Untuk anak-anak kelas 3 biasanya kan masih random banget ya. Jadi mungkin belum senalar anak-anak kelas 4 atau kelas 5 yang biasanya ada ngasih ide atau apa. Biasanya kalau ke anak-anak kelas 3 lebih masih anak-anak gitu karena mereka sebenarnya kan emang masuk kelas bawah ya.
9.	Bagaimana cara mengajukan pertanyaan kepada siswa-siswa di kelas?	Ya nanti tergantung dengan materinya sih ya. Misalnya materinya tentang kayak hospital tadi bisa sih dipancing dengan pertanyaan. Misalnya di rumah sakit itu biasanya ada apa aja orang-orangnya gimana kan nanti mereka bisa berpendapat. Kayak kemarin kan ada yang berpendapat pilot atau segala macam itu kan random banget kan ya. Maksudnya mungkin mereka menangkapnya kan pendapat mereka tuh ya kan pilot bisa aja sakit nanti ke rumah sakit ya, padahal yang diajukan pertanyaannya adalah orang-orang yang kerja di rumah sakit itu biasanya apa aja atau siapa gitu yang kalian tau, paling kayak gitu sih memancing pendapat. Tapi itu gak apa-apa sih itu namanya juga anak-anak ya. Jadi kayak lebih fun aja jadinya lucu kayak gitu. Nanti bisa dikasih pengarahan sebenarnya yang ditanyakan maksudnya adalah bukan orang-orang yang ada di rumah sakit itu siapa aja, tapi yang biasa bekerja di rumah sakit umumnya itu siapa. Nah yang penting bisa menarik anak buat kasih pendapat yang penting anak berpendapat dulu aja, jadi kan bisa berpikir kritis nantinya.
10.	Metode atau strategi apa yang gunakan untuk menyampaikan pengetahuan dikelas?	Oke kalau metode itu biasanya pakai flashcard bisa ya. Itu sebenarnya lebih fun juga karena anak-anak gak bosen ya, kalau flashcard itu kan biasa dikolaborasikan dengan game, misalnya saya pernah juga tentang waktu. Tentang pembelajaran telling the time tuh, nanti dikasih flashcard tentang jam, nanti anak-anak milih satu ambil satu, nanti bisa gak menyebutkan itu jam berapa dalam bahasa Inggris gitu. Kendalanya sih paling karena anak-anak tuh suka ya kalau dikasih game

		ataupun kayak flashcard ataupun worksheet-worksheet yang memang menarik kayak gitu. Nah kendalanya itu ya jadi mereka jadi tidak kondusif biasanya, jadi ramai banget heboh banget kayak gitu. Kendalanya di situ ya miss karena mereka antusias sih biasanya.
11.	Bagaimana cara memberikan instruksi dan arahan kepada siswa-siswa di kelas?	Ya saya seringnya pakai yang mudah-mudah aja sih ya mba, soalnya kalo terlalu susah nanti juga susah dipahami sama anak-anak. Ya saya biasanya campur, pakain Bahasa inggris sama Bahasa Indonesia juga. Soalnya kalo bener-bener pakai full inggris anak-anak pasti ada yang ga paham. Nanti malah susah sendiri, tapi biasanya saya juga malah pakai full indonesia.
12.	Bagaimana cara untuk menangani situasi di mana guru harus mengkritik atau menunjukkan ketidaksetujuan terhadap respons atau perilaku siswa?	Dibilangin sih paling ya, dibilangin pelan-pelan dulu gitu. Jadi misalnya kalau masih berisik nanti gak akan dimulai nih gamenya atau pembelajaran yang ini pakai flashcard gitu, biasanya ya udah nanti manut lagi gitu.
13.	Bagaimana cara merespons pertanyaan yang diajukan oleh siswa-siswa di kelas?	Ya walaupun random, ya gimana ya, ya tetap direspon aja sih, paling nanti ya itu tadi kayak yang awalnya sambil diarahin, kayak misalnya kemarin ya yang nanya yang in the hospital dia kan bilang pertanyaannya adalah siapa yang bekerja di rumah sakit? Mereka jawab pilot, kenapa pilot? Emang pilot kerjanya apa? Kayak gitu. Ya terus kan nanti anak-anak juga menjawab lagi, pilot ya kan bisa aja pilot itu sakit gitu apa segala macam. Ya tetap direspon aja yang penting sambil paling diarahin.
14.	Apa yang dilakukan dalam menangani atau merespons perilaku siswa yang mengganggu di kelas?	Itu pasti sih ya, karena ya balik lagi mereka masih anak-anak sih ya, masih kelas tiga. Kadang karena mungkin merasa aku udah selesai gitu, aku udah selesai ngerjain, dan anak-anak itu memang susah, tergolong memang agak susah ya untuk anak-anak sini, karena memang mereka tuh aktif banget bukan kayak yang cuma duduk mau gitu. Mereka tuh anak-anak yang aktif, jadi kayak kadang juga cepat bosen gitu, kalau misal udah selesai ya kadang kayak gitu. Ya paling dibilangin lagi sih dibilangin ini masih jam pelajaran gitu suruh duduk lagi nanti juga mau sih sebenernya, pelan-pelan aja.

15.	Bagaimana cara menangani situasi saat merasa bingung atau diam sejenak di kelas?	Bingung ya kadang iya sih, jujur kadang iya, apalagi aku guru baru ya mbak. Jadi kayak masih adaptasi dan perlu banyak banget. Kayak belajar lagi tentang metode-metodenya, kayak gimana terus cara ngembangin materinya atau apa segala macemnya, masih perlu banyak belajar lagi. Jadi kalau misalnya bingung ya, ya paling ya udah, paling ngerjain nanti apa yang ada di bukunya gitu, ngerjain di buku. Nanti biasanya dari satu tugas atau worksheet yang ada di buku biasanya akan jadi menimbulkan pertanyaan-pertanyaan juga dari mereka kan. Nah biasanya itu ya buat mengatasi kebingungan ngerjain atau mencatat sih biasanya.
16.	Apa saja kendala utama yang menghambat terjadinya interaksi yang efektif dengan siswa dalam pembelajaran bahasa Inggris?	Nggak ada sih ya, aktif-aktif semua. Ada sih mungkin beberapa anak yang memang diem, tapi bukan diem sih sebenarnya kalau ditanya jawab, cuman memang suaranya kecil banget. Itu sih yang memang agak perlu apa ya perlu perdekatan lagi lah kalau menurut saya mbak. Mungkin pemalu atau gimana gitu kan. Jadi perlu perdekatan lagi. Kalau suruh pakai Bahasa inggris juga sebenarnya mereka bisa gitu, maksudnya kadang-kadang bisa ya walaupun secara mungkin kayak tatanan bahasanya belum sesuai banget. Itu nggak apa-apa ya namanya juga belajar speaking gitu, tapi mereka tuh bisa mau gitu. Jadi ya mungkin memang masih ada yang malu atau bingung mau bilang apa gitu.
17.	Apakah perbedaan tingkat kemampuan bahasa Inggris siswa di kelas menjadi kendala dalam menciptakan interaksi di kelas?	Ada sih, ya kalau dilihat mbak beda banget ya. Kalau misalnya mbak liat kayak Nara, itu unggul kalau dilihat dalam Inggris. Vocabnya juga sudah bagus, maksudnya vocab sama pronunciationnya dia juga udah bagus. Dari awal aku masuk udah langsung kelihatan nih, karena dia kan salah satu anak yang aktif dan menonjol juga ya. Jadi kelihatan oh ini beda banget nih bahasa Inggrisnya dari teman-teman yang lain. Itu sih beda emang beda mbak. Untuk pola interaksinya biasanya beda sih memang kayak misalkan dalam pertanyaan ya, misalnya saya mengajukan pertanyaan menggunakan bahasa Inggris, kalau anak-anak lain mungkin kadang kan bingung nanya apa,

		jadi biasanya aku harus ngeranslet juga gitu. Aku tanya dalam bahasa Inggris tapi tak ini dalam bahasa Indonesia juga gitu, tapi kalau untuk nara biasanya cepat ya paham gitu.
18.	Bagaimana cara mengatasi kendala terkait perbedaan gaya belajar dan kepribadian siswa dalam berinteraksi?	Cara mengatasinya ya. Nah ini sih masih yang belum dapetin mbak, kayak aku belum menemukan cara yang tepat gitu. Karena mereka memang kan beda-beda caranya ya metode belajarnya. Itu yang belum menemukan cara yang tepat, karena kalau di kelas kan kita kayak ya masih satu, centernya satu gitu dan caranya ya itu gitu. Jadi masih perlu belajar lagi lah kalau itu.
19.	Kendala apa yang dihadapi terkait penggunaan bahasa Inggris selama berinteraksi dengan siswa di kelas?	Kadang ya jujur, jujur karena apa ya, ya walaupun namanya juga. Ini ya mbak, nih gimana ya, ya pasti ada lah, pasti ada, karena aku sendiri rasanya aku juga masih perlu banyak belajar kayak gitu. Vokab juga masih perlu banyak belajar tentang vokab-vokabnya lagi.
20.	Apakah kondisi kelas (jumlah siswa, ruang kelas, dll) menjadi kendala dalam memfasilitasi interaksi dengan siswa?	Pengaruh banget mbak, soalnya kalau semakin banyak siswa. Karena memang ini siswa SD benar-benar aktif, itu biasanya semakin tidak efektif, susah gitu. Kalau semakin sedikit malah biasanya semakin lebih gampang gitu untuk ini, karena kalau sedikit kan gak terlalu ramai ya. Jadi gampang bisa lebih di nge-handle-nya juga lebih gampang. Kalau misalnya, jadi 15 kan satu kelas itu ya udah sedengan lah cukup. Kalau misalnya lebih dari itu kayaknya sih mungkin agak lebih susah lagi ya.
21.	Bagaimana cara mengatasi kendala terkait motivasi dan partisipasi siswa yang rendah dalam interaksi di kelas?	Tanya, tanyain iya misalnya, pasti mau jawab, kalau jawab biasanya mau, walaupun mereka kayak sambil lama berpikirnya kayak gitu, tapi gak apa-apa dipancing-pancing aja ditanya.
22.	Apakah terdapat kendala terkait manajemen waktu?	Manajemen waktu sih lumayan ya, karena untuk satu jam pelajaran di SD itu 30 sampai 35 menit. Nah terus sebenarnya kalau internasional sih karena memang bikin soal sendiri ya, jadi ya gak terlalu ini lah gak terlalu digebut materi gitu, cuma ya memang iya sih terlalu lah maksudnya waktunya memang kadang dikit gitu susah.
23.	Apakah terdapat kendala dari sisi kurikulum atau kebijakan sekolah?	Enggak sih karena kurikulum. Kebijakan sekolah juga nggak sih soalnya sudah cukup

		sih soalnya untuk kurikulum internasional untuk kayak Inggris itu tiga jam, satu minggunya tiga jam. Kalau matematika tiga jam. Ya lumayan lah cukup udah bisa gitu.
24.	Bagaimana cara mengevaluasi dan merefleksikan kualitas interaksi dengan siswa setelah mengajar?	Ditanya lagi, kita ulas lagi. Biasanya kalau misalnya dua jam pelajaran ya, aku ulas lagi. Kalau satu jam memang kayak mepet banget ya Mbak, sedangkan waktu udah Bel misalnya kan udah masuk pelajaran lain. Kalau yang dua jam pelajaran itu biasanya di awal aku mengingatkan kembali tentang pelajaran yang sebelumnya. kita telah belajar tentang apa aja gitu, di review, digali lagi, siswanya ingat apa enggak gitu. Kalau untuk di akhir dia biasanya tak ulas lagi gitu, kita udah belajar apa aja tadi.
25.	Apakah ada kendala lain terkait interaksi guru-siswa di kelas bahasa Inggris?	Belum sih, belum ada ya, paling ya itu sih. Siswanya karena memang aktif gitu, agak susah.
26.	Apakah ada masukan atau saran untuk meningkatkan interaksi guru-siswa dalam pembelajaran bahasa Inggris?	Entah ya, maksudnya karena aku juga masih baru sih ya Mbak. Ya mungkin karena memang anak-anak itu ya masih inilah, maksudnya harus ya pertama pendekatan ya pasti pendekatan, terus kadang kalau memang lagi enggak mood, itu ada kan maksudnya ada tipe anak yang memang enggak mood, enggak mau ngapa-ngapain, jadi yaudah tunggu aja dulu, karena itu biasanya juga enggak lama sih, tunggu aja dulu. Terus nanti kalau emang udah mood ditanyain aja lagi gitu. Komunikasi kan dengan baik sih sebenarnya. Terus ya sabar, ya sabar kuncinya sabar, kalau menghadapi anak-anak itu sabar gitu.

B. Interview Guidelines After Class Interaction Proportion Analysis

INTERVIEW GUIDELINES

This interview is aimed at English teacher who teach in 3rd grade at SDIT Nusawungu Cilacap Regency regarding the dominant proportion after being analyzed through FIACS.

Tanggal   : May 21th 2024

Nama Guru   : Ms. Ika Susi Sulistiyo Wati

Lama Mengajar   : 1 tahun

Kelas yang Diajar : kelas 3, 4, dan 5

No.	Question	Answer
1.	Sadarkah Anda bahwa guru cenderung mendominasi kelas dalam hal pembicaraan guru di kelas?	Iya. Tidak dipungkiri bahwa terkadang pembelajaran masih menggunakan metode Teacher-Centered.
2.	Apakah Anda yakin bahwa siswa perlu meluangkan lebih banyak waktu untuk berbicara selama pembelajaran, terutama dalam konteks EYL?	Iya. Karena dengan semakin banyak meluangkan waktu untuk berbicara khususnya memberikan kesempatan anak-anak untuk berbicara, dapat mengasah skill speaking anak-anak. Semakin skill speakingnya terasah, diharapkan anak-anak juga lebih mudah dalam berkomunikasi dengan bahasa inggris.
3.	Berdasarkan observasi, Anda cenderung menggunakan kategori memberi arahan dan bertanya. Apakah ada alasan khusus mengapa Anda melakukan hal tersebut atau apakah Anda melakukannya secara spontan?	Iya, dengan mmberikan arahan dan banyak mengajukan pertanyaan ke anak anak, harapannya dpat meningkatkan partisipasi siswa secara penuh dalam proses pembelajaran dan dapat meningkatkan kemampuan berpikir siswa.
4.	Apakah menurut Anda upaya Anda dapat dikaitkan dengan keterlibatan dan motivasi peserta didik?	Iya. Proses pembelajaran dan metode pembelajaran akan sangat berpengaruh thd keterlibatan siswa. Sbg contoh, ketika dlm proses pembelajaran guru banyak memberikan pertanyaan, maka secara tidak langsung, siswa juga akan banyak berpartisipasi dalam proses pembelajaran itu sendiri.

Appendix 8 Interview Guidelines for Students

INTERVIEW GUIDELINES

This interview is aimed at some students 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal :

Nama :

Kelas :

No.	Question	Answer
1.	Apakah kamu suka pelajaran Bahasa inggris?	
2.	Bagaimana perasaanmu saat berbicara Bahasa inggris dengan guru di kelas?	
3.	Apakah guru sering mengajakmu berbicara dan bertanya saat belajar bahasa Inggris?	
4.	Kegiatan apa yang membuatmu paling senang untuk berbicara dengan guru saat pelajaran bahasa Inggris?	
5.	Apakah guru sering memperhatikan perasaanmu di kelas?	
6.	Bagaimana cara guru memberikan pujian di kelas?	
7.	Apakah guru pernah menerima dan membangun ide yang kamu berikan?	
8.	Bagaimana cara guru mengajukan pertanyaan saat di kelas?	
9.	Kegiatan apa yang menurutmu paling membantu dalam menyampaikan pelajaran?	
10.	Bagaimana cara guru memberikan instruksi di kelas?	
11.	Bagaimana cara guru mengkritik jawabanmu di kelas?	
12.	Bagaimana cara guru menjawab pertanyaanmu di kelas?	
13.	Bagaimana cara guru menanggapi perilakumu dengan baik di kelas?	

14.	Apakah guru pernah terlihat bingung atau diam sejenak di kelas?	
15.	Apa hal yang membuatmu merasa sulit untuk berbicara bahasa Inggris dengan guru?	
16.	Apakah perbedaan kemampuan bahasa Inggris antar teman di kelas mempengaruhi caramu berbicara dengan guru?	
17.	Apakah kamu merasa malu dan takut saat berbicara bahasa Inggris dengan guru?	
18.	Apakah kamu pernah merasa tidak nyaman berbicara karena kemampuan bahasa Inggris teman-temanmu lebih baik darimu?	
19.	Apakah kamu merasa kesulitan mengingat kata-kata saat berbicara dengan guru atau temanmu di kelas?	
20.	Apakah kamu merasa bingung saat guru berbicara atau memberikan penjelasan dalam Bahasa Inggris?	
21.	Apakah kamu merasa sulit untuk bertanya atau mengungkapkan pendapat dalam bahasa Inggris kepada guru?	
22.	Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?	
23.	Apakah kamu merasa terganggu karena suasana di kelas yang ramai atau banyaknya teman dikelas?	
24.	Apakah ada hal lain yang membuatmu merasa sulit berbicara Bahasa inggris dengan guru atau temanmu di kelas?	
25.	Bagaimana harapanmu tentang cara mengajar guru?	
26.	Apakah kamu punya saran cara mengajar untuk guru?	

Appendix 9 Transcript of Interview Results for Students

A. Participant 1

INTERVIEW GUIDELINES

This interview is aimed at some students 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal : April 29th 2024
Nama : Dina
Kelas : 3 (Tiga)

No.	Question	Answer
1.	Apakah kamu suka pelajaran Bahasa inggris?	Suka. Aku sukanya itu soalnya ada gambar-gambarannya gitu. Jadi kalau ada gambar-gambarannya, aku jadi suka.
2.	Bagaimana perasaanmu saat berbicara Bahasa inggris dengan guru di kelas?	Biasa saja
3.	Apakah guru sering mengajakmu berbicara dan bertanya saat belajar bahasa Inggris?	Iya sering. Contohnya pas Miss Ika tanya gitu. Palingan ya itu apa ya? Apa sih itu? Miss Ika seringnya lupa.
4.	Kegiatan apa yang membuatmu paling senang untuk berbicara dengan guru saat pelajaran bahasa Inggris?	Lagi main game
5.	Apakah guru sering memperhatikan perasaanmu di kelas?	Iya, tapi kadang-kadang. Pernah pas aku dicuekin. Terus Miss Ika-nya dateng. Miss Ika bilang kayak gini. Jangan nakal sama temannya. Harus akur gitu.
6.	Bagaimana cara guru memberikan pujian di kelas?	Pernah. Misalnya aku habis jawab pertanyaan, Miss Ika pasti ngasih pujian gitu.
7.	Apakah guru pernah menerima dan membangun ide yang kamu berikan?	Tidak pernah
8.	Bagaimana cara guru mengajukan pertanyaan saat di kelas?	Kadangan baik, kadangan marah.
9.	Kegiatan apa yang menurutmu paling membantu dalam menyampaikan pelajaran?	Aku belum paham. Tapi kalau belum paham aku tanya lagi. Terus Miss Ika njelasin lagi. Ngomongnya itu kalau lagi ke depan oke berarti ini anak-anak ini Miss beri contohnya lagi gitu. Terus baru aku paham lagi. Tapi juga ada yang mainan. Tapi Miss Ika jelasinnya jelas kok.
10.	Bagaimana cara guru memberikan instruksi di kelas?	Mudah tapi kadang-kadang gampang kadang-kadang susah. Susahnya itu bikinnya yang kayak misalnya kayak apa

		itu kayak apa sih? Kalau misalnya pakai full bahasa Inggris. Tapi nanti aku tanya lagi.
11.	Bagaimana cara guru mengkritikmu di kelas?	Ya paling itu kalau aku salah bacanya biasanya langsung dibenerin sama Miss Ika nya, dikasih tau cara bacanya yang bener.
12.	Bagaimana cara guru menjawab pertanyaanmu di kelas?	Kadang aku masih bingung, soalnya itu ada yang ngajakin aku main. Jadi aku bingung.
13.	Bagaimana cara guru menanggapi perilakumu dengan baik di kelas?	Enggak ngasih pujian apa-apa sih biasa aja.
14.	Apakah guru pernah terlihat bingung atau diam sejenak di kelas?	Enggak, tapi kayaknya cuman sekali apa ya. Kayaknya sekali.
15.	Apa hal yang membuatmu merasa sulit untuk berbicara bahasa Inggris dengan guru?	Iya masih dikit. Soalnya aku ga terlalu bisa Bahasa inggris
16.	Apakah perbedaan kemampuan bahasa Inggris antar teman di kelas mempengaruhi caramu berbicara dengan guru?	Gak. Aku senangnya cuma diajarin bahasa Inggrisnya doang. Kalau aku lagi nanya. Nara bahasa Inggrisnya apa-apa itu namanya apa? Terus Nara bilangnya, apa ya? Apa ya Nara? Bahasa Inggrisnya apa-apa nih ya? Apa? Papan. Papan? Papan. Papan tulis whiteboard.
17.	Apakah kamu merasa malu dan takut saat berbicara bahasa Inggris dengan guru?	Gak takut. Enggak. Aku biasa aja
18.	Apakah kamu pernah merasa tidak nyaman berbicara karena kemampuan bahasa Inggris teman-temanmu lebih baik darimu?	Enggak sih kalau aku biasa aja
19.	Apakah kamu merasa kesulitan mengingat kata-kata saat berbicara dengan guru atau temanmu di kelas?	Iya. Soalnya aku gak bisa bacanya gimana ya. Bacaanya beda sama tulisannya, sama artinya juga gak tahu. Tapi kalau gak tahu nanti dijelasin Miss Ika. Enggak pake lagu apa-apa, langsung aja pas pelajaran.
20.	Apakah kamu merasa bingung saat guru berbicara atau memberikan penjelasan dalam Bahasa Inggris?	Enggak soalnya kalau aku bingung aku langsung tanya ke Miss Ika.
21.	Apakah kamu merasa sulit untuk bertanya atau mengungkapkan pendapat dalam bahasa Inggris kepada guru?	Iya. Tapi nanti kan dibantuin. Dibantuin sedikit-sedikit kalau pakai Bahasa inggris.
22.	Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?	Baik, tapi kadang-kadang kalau lagi main sama temen dimarahin. Terus kalau enggak memperhatikan Miss lagi nulis

		dipindah tempatnya. Pindah ke tempatnya temen. Terus temennya itu juga pindah ke tempatnya misalnya beril gitu.
23.	Apakah kamu merasa terganggu karena suasana di kelas yang ramai atau banyaknya teman dikelas?	Iya, aku marahin. Nanti dianya tiba-tiba itu langsung diem.
24.	Apakah ada hal lain yang membuatmu merasa sulit berbicara Bahasa inggris dengan guru atau temanmu di kelas?	Gak ada sih, bingungnya Cuma kalau pake Bahasa jawa.
25.	Bagaimana harapanmu tentang cara mengajar guru?	Yang tenang sama yang baik.
26.	Apakah kamu punya saran cara mengajar untuk guru?	Udah jelas-jelas, gak ada yang kurang.

B. Participant 2

INTERVIEW GUIDELINES

This interview is aimed at some students 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal : April 29th 2024
Nama : Nara
Kelas : 3 (Tiga)

No.	Question	Answer
1.	Apakah kamu suka pelajaran Bahasa inggris?	Suka banget. Karena aku udah pintar, jadi rasanya gampang gitu.
2.	Bagaimana perasaanmu saat berbicara Bahasa inggris dengan guru di kelas?	Biasa saja.
3.	Apakah guru sering mengajakmu berbicara dan bertanya saat belajar bahasa Inggris?	Iya kayanya sih. Contohnya lupa, tapi sering ngajak bicara kok dikelas.
4.	Kegiatan apa yang membuatmu paling senang untuk berbicara dengan guru saat pelajaran bahasa Inggris?	Menggambar sama praktek gitu. Ya, apapun yang penting praktek.
5.	Apakah guru sering memperhatikan perasaanmu di kelas?	Iya sering. Waktu itu aku pernah lagi nangis, trus ditanyain sama Miss Ika kenapa gitu.
6.	Bagaimana cara guru memberikan pujian di kelas?	Ya pernah, setiap kali kalo bisa jawab pertanyaan.
7.	Apakah guru pernah menerima dan membangun ide yang kamu berikan?	Tidak pernah.
8.	Bagaimana cara guru mengajukan pertanyaan saat di kelas?	Ya tanya biasa. Sering ditanya-tanya. Tapi sih biasanya aku yang jawab. Tapi kalau nggak ada yang bisa, aku tungguin aja

		sampai kalau ada satu yang bisa ya... Ya aku yang bisa.
9.	Kegiatan apa yang menurutmu paling membantu dalam menyampaikan pelajaran?	Iya. Buat aku setiap kali. Buat aku doang. Aku langsung paham.
10.	Bagaimana cara guru memberikan instruksi di kelas?	Aku kalo bingung langsung tanya. Ya palingan kalo pake Bahasa inggris agak bingung soalnya bahasa Inggris yang aku tau itu beda daripada bahasa Inggris yang dipakai disini.
11.	Bagaimana cara guru mengkritikmu di kelas?	Ya itu paling langsung dibenerin sama Miss Ika. Trus kalo main-main terus paling nanti dibilangin.
12.	Bagaimana cara guru menjawab pertanyaanmu di kelas?	Ya bagus sih. Jelas. Tapi agak nunggu sih soalnya ngajarin yang lain dulu sebentar. Terus ya tinggal aku gitu.
13.	Bagaimana cara guru menanggapi perilakumu dengan baik di kelas?	Biasa aja sih, kadang aku juga enggak dengerin tapi ya jarang-jarang.
14.	Apakah guru pernah terlihat bingung atau diam sejenak di kelas?	Enggak pernah sih, tapi kayanya Cuma sekali apa yah.
15.	Apa hal yang membuatmu merasa sulit untuk berbicara bahasa Inggris dengan guru?	Oh jelas enggak.
16.	Apakah perbedaan kemampuan bahasa Inggris antar teman di kelas mempengaruhi caramu berbicara dengan guru?	Biasa aja dan aku yang paling bisa.
17.	Apakah kamu merasa malu dan takut saat berbicara bahasa Inggris dengan guru?	Enggak, biasa saja.
18.	Apakah kamu pernah merasa tidak nyaman berbicara karena kemampuan bahasa Inggris teman-temanmu lebih baik darimu?	Gak pernah, gak ada.
19.	Apakah kamu merasa kesulitan mengingat kata-kata saat berbicara dengan guru atau temanmu di kelas?	Enggak pernah.
20.	Apakah kamu merasa bingung saat guru berbicara atau memberikan penjelasan dalam Bahasa Inggris?	Enggak.
21.	Apakah kamu merasa sulit untuk bertanya atau mengungkapkan pendapat dalam bahasa Inggris kepada guru?	Biasa aja. Aku bisa soalnya.
22.	Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?	Baik.

23.	Apakah kamu merasa terganggu karena suasana di kelas yang ramai atau banyaknya teman dikelas?	Enggak, malah pengen ikut. Keliatannya asik gitu. Tapi ya nanti jadi gak dengerin apa yang lagi dijelasin sama Miss Ika.
24.	Apakah ada hal lain yang membuatmu merasa sulit berbicara Bahasa inggris dengan guru atau temanmu di kelas?	Enggak ada, tapi paling enggak kalau Miss Ika nya nulisnya salah, nanti aku yang bilang. Kalau enggak teman.
25.	Bagaimana harapanmu tentang cara mengajar guru?	Banyakin praktek lah. Banyakin praktek, teorinya dikurangin gitu.
26.	Apakah kamu punya saran cara mengajar untuk guru?	Banyakin praktek.

C. Participant 3

INTERVIEW GUIDELINES

This interview is aimed at some students 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal : May 6th 2024
Nama : Riffat
Kelas : 3 (Tiga)

No.	Question	Answer
1.	Apakah kamu suka pelajaran Bahasa inggris?	Suka, alesannya ya nggak apa-apa, suka aja. Aku ikut les juga soalnya.
2.	Bagaimana perasaanmu saat berbicara Bahasa inggris dengan guru di kelas?	Oh ya, itu biasa aja.
3.	Apakah guru sering mengajakmu berbicara dan bertanya saat belajar bahasa Inggris?	Sering, kalau masih ada yang bingung kayak gitu ya ditanyain lagi.
4.	Kegiatan apa yang membuatmu paling senang untuk berbicara dengan guru saat pelajaran bahasa Inggris?	Bisa makan permen, sama bisa sering diajak main, gambar gitu
5.	Apakah guru sering memperhatikan perasaanmu di kelas?	Sering, Kalau aku biasanya pas lagi nulis, terus Miss Ika nyanyain udah selesai apa belum.
6.	Bagaimana cara guru memberikan pujian di kelas?	Sering sih kalau kadangan kalau jawabnya benar dikasih good point.
7.	Apakah guru pernah menerima dan membangun ide yang kamu berikan?	Itu biasanya aku bilang mau makan permen trus dibolehin.
8.	Bagaimana cara guru mengajukan pertanyaan saat di kelas?	Ada yang susah ada yang gampang, seringnya juga pake Bahasa inggris tapi aku bisa jawab.
9.	Kegiatan apa yang menurutmu paling membantu dalam menyampaikan pelajaran?	Pas disuruh, pas kalau ada yang belum paham, kalau belum ada yang paham diulang lagi. Jadinya paham.

10.	Bagaimana cara guru memberikan instruksi di kelas?	Gampang, kalau pakai Bahasa inggris juga gampang dipahami.
11.	Bagaimana cara guru mengkritikmu di kelas?	Sering, kalau salah cara bacanya nanti dikasih tau.
12.	Bagaimana cara guru menjawab pertanyaanmu di kelas?	Itu kalo biasanya tanya cara bacanya gimana kalo ga tau nanti dikasih tau.
13.	Bagaimana cara guru menanggapi perilakumu dengan baik di kelas?	Enggak, enggak pernah.
14.	Apakah guru pernah terlihat bingung atau diam sejenak di kelas?	Enggak, enggak pernah seringnya aktif.
15.	Apa hal yang membuatmu merasa sulit untuk berbicara bahasa Inggris dengan guru?	Itu sih apa namanya, iya kosakatanya bingung biasanya lupa.
16.	Apakah perbedaan kemampuan bahasa Inggris antar teman di kelas mempengaruhi caramu berbicara dengan guru?	Kalo aku pede sih, pede pede aja.
17.	Apakah kamu merasa malu dan takut saat berbicara bahasa Inggris dengan guru?	Enggak.
18.	Apakah kamu pernah merasa tidak nyaman berbicara karena kemampuan bahasa Inggris teman-temanmu lebih baik darimu?	Enggak sih, tetap nyaman-nyaman aja.
19.	Apakah kamu merasa kesulitan mengingat kata-kata saat berbicara dengan guru atau temanmu di kelas?	Iya, tapi ya kayak biasa aja gitu.
20.	Apakah kamu merasa bingung saat guru berbicara atau memberikan penjelasan dalam Bahasa Inggris?	Bingung, tapi kalau bingung langsung bilang artinya gimana, artinya apa.
21.	Apakah kamu merasa sulit untuk bertanya atau mengungkapkan pendapat dalam bahasa Inggris kepada guru?	Pernah bingung nggak tahu itu bahasanya. Terus jadinya pakai bahasa Indonesia.
22.	Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?	Jelas, terus mudah dipahami.
23.	Apakah kamu merasa terganggu karena suasana di kelas yang ramai atau banyaknya teman dikelas?	Langsung tak bilangin abis itu pada diem langsung.
24.	Apakah ada hal lain yang membuatmu merasa sulit berbicara Bahasa inggris dengan guru atau temanmu di kelas?	Ada, pas Math sih kayak kan suruh pakai bahasa Inggris, pernah disuruh ngerjain pembagian tapi aku salah malah ngerjainnya yang perkalian.
25.	Bagaimana harapanmu tentang cara mengajar guru?	Bisa main-mainan sama bisa makan permen.

26.	Apakah kamu punya saran cara mengajar untuk guru?	Udah baik, tapi biar bisa lebih paham banyakin mainan.

D. Participant 4
INTERVIEW GUIDELINES

This interview is aimed at some students 3rd grade at SDIT Nusawungu Cilacap Regency regarding classroom interaction by FIACS analysis and the barriers experienced.

Tanggal : May 6th 2024
Nama : Abim
Kelas : 3 (Tiga)

No.	Question	Answer
1.	Apakah kamu suka pelajaran Bahasa inggris?	Suka, soalnya biar sama Mama nggak dimarahin. Soalnya udah belajar juga sambil les Bahasa Inggris, tapi masa belum bisa, makanya suruh ikut Bahasa Inggris.
2.	Bagaimana perasaanmu saat berbicara Bahasa inggris dengan guru di kelas?	Agak deg-degan, agak takut, kadang-kadang agak marah-marah, dikit banget. Kadang-kadang aku kayak nggak, bacanya itu kayak bingung-bingung, salah, belibet.
3.	Apakah guru sering mengajakmu berbicara dan bertanya saat belajar bahasa Inggris?	Sering, tiba-tiba tanya gitu.
4.	Kegiatan apa yang membuatmu paling senang untuk berbicara dengan guru saat pelajaran bahasa Inggris?	Kadang-kadang dicerita-ceritain nanti aku dengerin aja, nanti lama-lama agak ngantuk. Soalnya cuma diceritain, nggak cerita sendiri. Tapi aku senang. Sama gambar yang kaya minggu kemaren.
5.	Apakah guru sering memperhatikan perasaanmu di kelas?	Sering, kadangan pas lagi pusing ditanyain. Ditawarin mau ke UKS apa enggak? Gitu.
6.	Bagaimana cara guru memberikan pujian di kelas?	Biasanya Miss Ika ngasih good point gitu, atau good job.
7.	Apakah guru pernah menerima dan membangun ide yang kamu berikan?	Ya paling itu kalo abis jawab pertanyaan.
8.	Bagaimana cara guru mengajukan pertanyaan saat di kelas?	Kadangan gampang kadangan susah, seringnya pake Bahasa inggris.
9.	Kegiatan apa yang menurutmu paling membantu dalam menyampaikan pelajaran?	Pas lagi les aku udah belajar yang materinya yang belum Miss Ika pelajarin. Terus pas lagi pelajarannya Miss Ika, Miss Ika pelajarin itu jadi gampang.

10.	Bagaimana cara guru memberikan instruksi di kelas?	Gampang, walaupun pakai bahasa Inggris gampang dipahami juga.
11.	Bagaimana cara guru mengkritikmu di kelas?	Sering, bacanya mungkin kurang tepat terus sama Miss Ika dibenerin gitu.
12.	Bagaimana cara guru menjawab pertanyaanmu di kelas?	Yang pertama itu agak-agak enggak paham, terus kalau sama Miss Ika dipahamin lagi pakai cara yang lain terus jadi paham.
13.	Bagaimana cara guru menanggapi perilakumu dengan baik di kelas?	Enggak pernah dikasih.
14.	Apakah guru pernah terlihat bingung atau diam sejenak di kelas?	Enggak pernah juga.
15.	Apa hal yang membuatmu merasa sulit untuk berbicara bahasa Inggris dengan guru?	Ngomongnya sih, susah, belibet juga.
16.	Apakah perbedaan kemampuan bahasa Inggris antar teman di kelas mempengaruhi caramu berbicara dengan guru?	Iya, aku jadi enggak pede.
17.	Apakah kamu merasa malu dan takut saat berbicara bahasa Inggris dengan guru?	Enggak.
18.	Apakah kamu pernah merasa tidak nyaman berbicara karena kemampuan bahasa Inggris teman-temanmu lebih baik darimu?	Enggak sih, aku nyaman-nyaman aja.
19.	Apakah kamu merasa kesulitan mengingat kata-kata saat berbicara dengan guru atau temanmu di kelas?	Sering.
20.	Apakah kamu merasa bingung saat guru berbicara atau memberikan penjelasan dalam Bahasa Inggris?	Bingung, kalau bingung aku tanya, terus dijelasin lagi sama Miss Ika pakai bahasa Indonesia.
21.	Apakah kamu merasa sulit untuk bertanya atau mengungkapkan pendapat dalam bahasa Inggris kepada guru?	Pernah, waktu lagi pelajaran math ada bahasa Inggrisnya juga agak bingung. Trus pas lagi diceritain judulnya itu, menurutku agak susah.
22.	Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?	Asik sama mudah dipahami, bagus.
23.	Apakah kamu merasa terganggu karena suasana di kelas yang ramai atau banyaknya teman dikelas?	Iya, tapi aku diem aja.
24.	Apakah ada hal lain yang membuatmu merasa sulit	Enggak paling di Math yang campur bahasa Inggris.

	berbicara Bahasa inggris dengan guru atau temanmu di kelas?	
25.	Bagaimana harapanmu tentang cara mengajar guru?	Permainan lagi main-mainan lagi. Pembelajarannya yang gampang-gampang.
26.	Apakah kamu punya saran cara mengajar untuk guru?	Banyakin jam kosong.

Appendix 10 Pictures while Collecting the Data

A. When students are working on worksheets

B. When playing the word relay game

C. When practicing fingerspelling

D. Participants

Appendix 11 Letter of Preliminary Research Approval

YAYASAN INSAN TAUHID GEMILANG
SDIT NUSAWUNGU
Islamic Full Day School
Jl. Jendral Sudirman Komplek Mandiri Nusawungu Kabupaten Cilacap
Email : sdit_nsw.islamicschool@yahoo.com

SURAT KETERANGAN

No : 56 /SIPS/SDIT-NSW/III/2024

Yang bertanda tangan di bawah ini :

Nama	: Rosita Wijayanti, S.Kom
Jabatan	: Kepala Sekolah
Alamat	: Jl. Jendral Sudirman Kompleks Mandiri Nusawungu Kabupaten Cilacap

Dengan ini menerangkan :

Nama	: Putri Kharismaturrosyiidah
NIM	: 2017404047
Jurusan	: Tadris Bahasa Inggris
Tahun Akademik	: 2023/2024

Nama tersebut di atas telah melaksanakan riset individu di SD IT Nusawungu dalam rangka memenuhi Tugas PENYUSUNAN SKRIPSI.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagai mana mestinya.

Nusawungu, 4 Maret 2024
Kepala Sekolah

Rosita Wijayanti, S.Kom

Appendix 12 Letter of Research Approval

YAYASAN INSAN TAUHID GEMILANG
SDIT NUSAWUNGU
Islamic Full Day School
Jl. Jendral Sudirman Komplek Mandiri Nusawungu Kabupaten Cilacap
Email : sdit_nsw.islamicschool@yahoo.com

SURAT KETERANGAN
NO: 421.2 / 67 / SD IT - NSW / VI / 2024

Yang bertanda tangan dibawah ini:

Nama	: Rosita Wijayanti, S.Kom
Jabatan	: Kepala Sekolah
Unit Kerja	: SD IT Nusawungu
Alamat	: Jl Jenderal Sudirman Kompleks Mandiri

Dengan ini menerangkan bahwa :

Nama	: Putri Kharismaturrosyiidah
NIM	: 2017404047
Semester	: 8
Jurusan / Prodi	: Tadris Bahasa Inggris
Tahun Akademik : 2023 / 2024	

Benar-benar telah melaksanakan Riset Individu, dilaksanakan pada tanggal 26 April 2024 sampai dengan 26 Juni 2024 di SD IT Nusawungu

Dengan judul "Classroom Interaction Between Teacher and Young learners in English as Foreign Language Classroom at SD IT Nusawungu Cilacap Regency". Selama melakukan Riset Individu di SD IT Nusawungu bersikap baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebaik-baiknya.

Nusawungu, 10 Juni 2024
Kepala SD IT Nusawungu

Rosita Wijayanti, S.Kom

Appendix 13 Letter of Instrument Validation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Desi Wijayanti Ma'rufah, M.Pd.
Instansi   : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
Jabatan   : Koordinator Prodi

Telah membaca instrument penelitian berupa checklist observation, interview question teacher and student dalam penelitian dengan judul "Classroom Interaction Between Teacher and Young Learners in English as Foreign Language Classroom at SDIT Nusawungu Cilacap Regency" oleh peneliti:

Nama   : Putri Kharismaturrosyiidah
NIM   : 2017404047
Prodi   : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

☑ Layak digunakan

☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukkan untuk instrument tersebut adalah:

Bisa digunakan untuk pengambilan data penelitian.

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 25 April 2024
Validator,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Appendix 14 Biography

<div align="center">

DAFTAR RIWAYAT HIDUP

</div>

A. Identittas Diri

    1. Nama Lengkap   : Putri Kharismaturrosyiidah

    2. NIM   : 2017404047

    3. Tempat/Tgl. Lahir   : Banyumas, 9 Desember 2002

    4. Alamat Rumah   : RT 03/RW 03, Ds. Kuntili, Kec. Sumpiuh, Kab. Banyumas

    5. Nama Ayah   : Saliman

    6. Nama Ibu   : Masriyah

B. Riwayat Pendidikan

    1. Pendidikan Formal

        a. SD/MI, tahun lulus   : MI Miftahul Jannah Kuntili, 2014

        b. SMP/Mts, tahun lulus   : SMP Ma'arif NU 2 Kemranjen, 2017

        c. SMA/MA, tahun lulus   : SMA Ma'arif NU 1 Kemranjen, 2020

        d. S1, tahun masuk   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2020

    2. Pendidikan Non-Formal

        a. Pondok Pesantren Roudhotul Qur'an 1 Sirau, Kemranjen, Banyumas, 2014-2020.

Purwokerto, 11 Juni 2024

Putri Kharismaturrosyiidah
NIM. 2017404047