

## THE ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM AT SMAN 5 BARRU

Indah Faradia<sup>1</sup>, Nurdevi Bte. Abdul<sup>2</sup>, Ratu Yulianti Natsir<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Indonesia.

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: 20-10-2021                      Revised: 29-10-2021                      Accepted: 18-11-2021                      Published: 16-12-2021</p> <p><b>Keywords:</b>                      classroom interaction                      verbal interaction</p>	<p>The objective of the research can be used to get the literature and existing research on verbal interaction between teacher and students and gives beneficial reference for future research on the way teacher influences student talk in classroom and The result of this research can be used as information to teacher understand the good interaction in class. As for the obstacles faced by teacher that was at different levels of students' ability so that must think of different techniques in improving the ability of each student and was constrained at a short time during. This research methodology applies qualitative approach and descriptive method. The goals of this study are to get description of how the verbal interaction between teacher and students conducted and the way teacher influences student talk in classroom interaction. This research was done at class XII IPA there were 30 students and used only 5 students and 1 teacher use in a sample. The result of this research the verbal interaction between teacher and students in the classroom for XI grade students at SMAN 5 Barru. Verbal interactions between teachers and students have a relationship with each other and influence each. As for teacher strategies to get student's response, there are 4 strategies to get students response which include the use of students and the use of various sources or activities in learning, this means that in the formulation of new strategies until the work plan preparation process has not yet achieved action.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
<p>Indah Faradia, Nurdevi Bte. Abdul, Ratu Yulianti Natsir (2021). The Analysis of Verbal Interaction between Teacher and Students in the Classroom at Sman 5 Barru. English Language Teaching Methodology, Vol 1 (3), December 2021</p> <p><b>Corresponding Author:</b>                      Indah Faradia                      English Education Department                      Universitas Muhammadiyah Makassar                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: bg15findahfaradia@unismuhmakassar.ac.id</p>	

### INTRODUCTION

IRF (Initiation-Response-Feedback) Developing classroom interaction where students feel comfortable to initiate their talk, rather than simple response to the teacher. Initiation-response-feedback (IRF) patterns is probably the most suitable form that teacher can apply.

Sinclair and Coulthard (1975) developed a model for analyzing spoken language, which was developed from classroom discourse in general secondary classrooms. It should therefore be useful when applied to the language of the classroom.

The language of the classroom differs from many forms of spoken discourse in that it is formally structured and controlled by one dominant party, i.e. the teacher. Class sizes vary considerably between institutions, but in my own case, I teach a high percentage of one-to-one lessons. In this paper, I will look at an example of language used in one-to-one English language classrooms.

The classroom interaction is a conversation between a teacher and students. It points about how the teacher promotes students to speak in class and how students interact among their friends. What happens in a productive class hour is described by Dagarin (2004) lists that there are at least three types of interaction frequently occur in classroom, as follows.

The first is student-teacher classroom interaction. This interaction will encourage teacher in way they deliver information and feedback. Asking question is the most frequent activity that the student do with their teacher. The example is when they ask about material they do not understand and ask about the certain procedure such as game and role play.

The second interaction is students-student's classroom interaction. According to Ur (2000), there are more than one patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, collaboration and teacher talk. In this case, students are given free chance to speak in class since they can talk each other.

The third interaction is teacher-whole classroom interaction. Tang (2010) contends that in the most EFL classroom context, the teachers always initiate teacher-whole class interaction by asking question and students' responds to the teacher questions. In other words, during classroom interaction teacher keeps asking questions orally to the students to stimulate them speak up. Argues that there are three types of teacher whole class interaction such as giving explanation, praises, information, and instruction.

The IRF exchange in language teaching process is referred as turn-taking of teacher-student-teacher in classroom. It is mentioned as (IRE), first (I) 'Initiation' phase the teacher usually ask questions, to which the student responds (R) and the end of phase is (F/E) or 'feedback/evaluation' (Van Lier, 2002).

Afterwards, there is a positive correlation between the speaking time of teachers and the way students discuss and the success of teaching. However, it must be borne in mind that the quality of a teacher's speech is more important than quantity and that there is a significant positive correlation between speech clarity, the ability to attract students' attention, speech organization, the use of warning clauses, and responses. and students' academic success. Verbal interaction in the classroom in the form of discussion, dialogue, brainstorming, and brainstorming is a miniature of real-life experiences. Improving interaction between classrooms has become a challenge and endeavor for teachers and educators. Communities seek to adopt more pragmatic educational goals to meet their needs to improve students' academic performance, improve students' education and psychological health, and enhance students' positive attitudes toward their community.

Improving communication in the classroom can be one way to achieve these goals. The literature stresses the need to train teachers so that they can acquire the right pedagogical skills. However, this training should focus on all aspects of effective teaching and its

relationship to parts of the curriculum. This education should focus on how to improve and enhance the relationship and interaction between teacher and students (Shubar et al., 2005).

The teachers paid close attention to verbal communication in the classroom. Oral communication in the classroom is an important part of the learning process for a variety of reasons, including promoting social relationships between teachers and students, facilitating the exchange of ideas and feelings between teacher and students and between students, and helping teachers to achieve what they want. educational goals through effective communication between teachers, students and students (Al-Badri, 2005).

## RESEARCH METHOD

### Research Design

The research method used a qualitative approach and descriptive method. The objective of this study is to provide an explanation of how verbal interactions between teachers and students are and how teachers influence how students speak in classroom interactions.

As Creswell (1994) states, qualitative research is descriptive research because researchers are interested in the process, meaning and understanding derived from words or images. This method is used because this study is neither intended nor speculative, it is the only explanation of a situation or phenomenon, Stainback (1988) says it is the best way to describe and examine properties, events, procedures, and Philosophy arises in the natural environment and is often necessary for making correct situational decisions.

## RESULT AND DISCUSSION

### Research Findings

#### 1. Verbal Interaction between Teacher and Students

Based on the observation, the researcher has been found that the kinds of verbal interaction between students and teacher in classroom. There were Intrapersonal interaction, Interpersonal interaction, Small group interaction, Public interaction. The extract below from a transcript was record in classroom.

##### a. Intrapersonal interaction

Intrapersonal interaction is how students and teacher have own interaction with their self like a silent interaction in classroom if the teacher and students speak something without communicating with other people.

##### Extract 1

Students : *Stand up, say greetings to our teacher (Assalamu Alaikum Wr..Wb) sit down please...Pray...*

##### Extract 2

Teacher : *Waalaiikum salam wr.wb. So, the material have the correlation with the material last meeting, okay so I still remember that last meeting I have introduce about what is the correlative conjunction.*

##### Extract 3

Students : *Attention please, say greeting to our teacher (Assalamu Alaikum Wr.Wb) sit down please, pray to God.*

The presenting extract 1 presents how the student felt that he was a leader in class and had to respond what the teacher said, because it was in accordance with the meaning of intrapersonal interaction. where a person confident to speak without coercion and arises awareness of anyone, namely silent conversation, such as when we think of something and find our own answers without talks with others.

In extract 2 above shows how the teacher reminds material to students and makes students think to respond, why the interaction can be intrapersonal because the teacher strives to continue to make students continue to focus by giving questions that make students think to respond.

While extract 3 from teacher in another class presents how the student immediately responds to what teacher said, when student prepare the class without any demands from anyone who feels that he is a leader in class with direct reflexes giving direction his friends to pray before the class starts, that is a intrapersonal interaction that comes from the student.

b. Interpersonal interaction

In the next is interpersonal interaction, the following extract represents how the teacher interaction with student face to face to make student more understand about the material in classroom.

Extract 4

Teacher : *Anybody knows what we are going to learn today?*

Students : *Today's material about conjunction...*

In the extract 4 above shows that between teacher and student have interaction, when teacher ask and student answer. And then the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

c. Small Group interaction

Interaction in small groups This type of interaction can only occur if there are more than two people. Here, the number of people is small enough for each participant to communicate and communicate with each other.

Press conferences, board meetings and team meetings are examples of group communication. Small group discussions can be chaotic and difficult for everyone if left unaddressed.

Extract 8

Teacher : *if you feel difficult to analyze or make your own sentence you can have 2-3 people, each of you can make a sentence like the example above and then go up and write it down based on the picture in the book.*

S: *yes mom,*

In extract 8 it shows how the teacher gives the opportunity for students to be able to form groups of 2-3 people then each student can work on each question and exchange opinions later, after completion students can work on the board so that other students can see the results. Interaction between students can make the students' curiosity come out because it seems based on the results of the video recording students look enthusiastic when working on assignments in groups.

Mean the interaction of students and teachers was even closer when the small group interaction was implemented because the teacher would more often receive questions from students about how to work and also better student responses when the teacher came to the desk of student groups, the role of the teacher as more information function in this case the information or knowledge delivery is stronger than the teacher only talking in front of the class without stopping while the student is not paying attention at all.

In addition to the video recordings the researchers took during the learning process, it can be said that students seemed excited by the interaction of the small group because the students' responses were more active than other interactions.

There is interaction in the class involving the small group, because students feel more interested if they can be done with friends and also this can shorten the time in students doing something, this interaction is usually deliberately done by the teacher to make students work correctly and quickly.

#### d. Public Interaction

Base on the observation conducted by the researcher, teacher and student make a public interaction in classroom.

Extract 9

Students : *in pairs*

Teacher : *okay, a correlative which that come in pairs, others?? Any opinion? Another opinion? About correlative conjunction, any opinion? About what is correlative conjunction?*

Extract 11

Students : *(noisy situation)*

Teacher : *heii, hallo....*

Students : *hiii. In*

Extract 9 above shows the teacher and student interaction, where the teacher asks about the material and students do not remember all the material that was learned last week, then the teacher re-explains the material briefly to make the students return to delirious, in this case public interaction occurs because the teacher becomes the center of attention of students and students pay attention to what the teacher says. Public interaction means one person who is listened to by a group of audiences.

From the extract above shows the same interaction with extract 10 because there is public interaction but in extract 11 show how the way teacher to make student focus on class and trying make the atmosphere in the class to be not noisy.

Additionally, in public interaction that occurs in the classroom, the teacher acts as a supervisor and supervisor so that the learning process activities run smoothly as desired, because sometimes students when they feel the teacher does not pay attention instead acts carelessly and no longer connects learning, as seen in class when teacher's attention is not centered on students eating students sometimes very noisy and unfocused.

So the results of the transcript above are based on the English teacher during the teaching process in the class. But basically every teacher and student has their own character, each teacher has a different way of teaching. Even if teach with the same subject. Not to compare but based on the sample of the researcher to observation two teachers so that there are two teachers who are researcher researchers.

## **2. The Teacher Strategies to get Students Response**

Strategies is a number of steps that are engineered in such a way by the teacher to achieve certain goals. Strategy in general can be interpreted as a direction to act in an effort to achieve predetermined goals.

In the world of education strategy is defined as planning which contains a series of activities designed to achieve certain educational goals. Based on the research results there are 4 the strategies used by classroom teachers to get responses to students in learning at school are those that are implemented:

### **1. Creating learning readiness**

Under any conditions, learning readiness is very important. Students who are in a ready condition will feel interested in following the learning process in class. Physically, for example, checking learning equipment before the learning process begins and psychologically, educators can create learning readiness by providing enlightenment or awareness.

### **2. Providing motivation**

In the learning process at school, there is always motivation giving to students verbally and non-verbally. For example, appreciating what students do when learning is ongoing, even if only by praising their writing. In addition, these school educators like to read books on the theme of motivation so that from there educators can motivate students.

### **3. Reducing excessive anger**

When a teacher faces students who have problems with anger, especially to the point where it is excessive (less humane and not educating) it will only aggravate the situation and will only increase the laziness of students to take part in the learning process in class. scared and in the end they don't want to come to school anymore.

### **4. Creating harmony**

Harmony between educators and students is an important requirement in the learning process in the classroom, harmony can be created if an educator is able to put himself in the mental condition of the students. However, excessive laziness to learn and staying routinely will affect the intelligence of students. Not only that, laziness will kill creativity. This problem will also have a negative impact on teaching-learning interactions in class. Therefore, it is necessary to do strategies to overcome students who are lazy to learn or do not respond to subjects.

Based on the explanation above the researcher concluded that there are 4 strategies get students which includes the use of students and the use of various resources or activities in learning, this means that in the preparation of a new strategy until the work plan preparation process has not yet reached action.

## Discussions

The section presents the discussion of the research finding. It is about verbal interaction between students and teacher also student and student in classroom

### 1. Verbal Interaction between Students and Teacher

#### a. Intrapersonal Interaction

Intrapersonal interaction between students and teachers in the process of learning English is a personal interaction that occurs with oneself, either students or teachers, which makes students learn to get things done with themselves also train students to think better in class.

Also when students or teachers multiply this interaction makes the learning process run smoothly because the awareness of students arises to do something without any influence from the teacher or other students.

This is similar to the oral classroom interaction analyzed by Al-Amir (2016), used by a group of professors from the School of Social Sciences and Social Sciences at the Teacher Training and Education Institute in Had Ramut, Yemen. Working model ... The sample consisted of 35 boys and girls.

This interaction also helps teachers in learning processes such as when students are confused with the material so students can think better before asking, because as we know sometimes students feel there is no need to look for answers themselves but rather ask questions, even though there are more students in apply but laziness of students is still very high to find themselves.

While looking at the concept of intrapersonal interaction, that is interaction with oneself, then proceeding with actions for oneself or others, examples that can be seen occur in the classroom when the teacher decides then students are busy themselves with other discussions, noisy, and not pay attention, there will be an understanding and interpretation of something in the mind of a teacher that students do not pay attention and must do something so that students focus again, for example reprimand or give direction so students do not do these things.

Then why say intrapersonal interaction is verbal interaction between students and teachers, because the results of understanding or interpretation from within the teacher

or student will be done through action directly when the teacher admonishes students there is verbal interaction that makes the teacher communicate with students and also create interaction with the teacher.

In addition to what the researchers identified from the video recordings of the learning process in the classroom, personal interaction should be used more so that the teacher can better understand and understand the character of the students in the class, because the teacher should be the knowledge provider who can understand who will receive information and students as recipients of information so that the learning process runs well.

Intrapersonal interaction which can be seen in extract 1,2, and 3 in extract 1, it can be seen how a intrapersonal interaction comes from the student itself, because when the teacher says something students who feel themselves as the class leader with reflex stand up and lead their friends to pray before learning, this is referred to as intrapersonal caused by the communication within the student that makes him feel to respond to what is said by the teacher.

Then in extract 2 it can be seen if intrapersonal interaction occurs in the teacher where when the teacher explains but it turns out that the students do not understand then the teacher reflex explains what was explained or repeated, because it is seen from how the students make the teacher feel that what say not understood by students that is the reason why teachers explain again and when that happens in the mind of the teacher of course there is interaction that only the teacher does in his mind.

Then extract 3 is the same as extract 1 where students feel they have their own responsibilities so they must be able to respond to what is said by the teacher, only extracted 8 which occurs in the second class or IPA XI with different teachers from the first class the class leader tends to have to make more effort to make his friend stop to make noise when he will pray.

In addition, intrapersonal interaction makes the classroom atmosphere more conducive of course if students and teachers can apply this interaction well the learning process will run smoothly, but with what is observed it is very rare for students and teachers to use this interaction in class especially in class.

The second is due to various aspects that affect one of the student's learning, as happened in the second class of English language in the last hour where the student's focus has been divided and the noisy situation makes the learning process not work well.

b. Interpersonal interaction

The second is interpersonal interaction, seen in extracts 4, 5, 6, and 7. That interpersonal interactions occur in students and teachers where this interaction occurs between two people. Based on the concept of interpersonal interaction, interactions that occur between two people in the form of a speaker and listener's relationship directly.

So if it is positioned in the teacher class as a speaker and student as a listener, in this case the interaction that occurs between the teacher and the student can be in the

form of questions and answers or how students respond when the teacher asks something to the student and then the student answers properly or not.

This interaction occurs most often in the learning process as seen above based on the transcript that the researchers put forward even this interaction occurs a lot in the classroom and is an interaction that makes the teacher and students can communicate well during the learning process, seen the teacher asks and students respond later on the contrary when students feel there is something that is not understood students ask.

The teacher responds, in this case the role of the teacher is more needed because of the different character of students there are students who dare to ask questions and think there are others who choose to be quiet without asking while other students are busy searching for answers or asking questions is always someone who chooses to be quiet and does nothing,

The teacher as a guide and teacher must see this situation as something that needs to be improved by giving extra attention to students who are more quiet or inactive by approaching then asking a Is there anything that does not understand this will make students feel that the teacher's attention makes him feel he must be active in the learning process.

Additional interpersonal interaction, the classroom makes atmosphere more active and makes the learning process run well because the role of the teacher and students is well implemented, from the two classes which are observed by researchers the two teachers interact well but the various student responses make the teacher sometimes must work extra so students can understand and be fully active in learning.

#### c. Small Group Interaction

Small group interaction, seen in extract 6 in the first class where the teacher gives students the opportunity to work in groups where the group will have interactions that exceed two people and usually students prefer to be in groups because asking questions and exchanging opinions other than that can streamline time.

But in the second class there was no small group interaction because the material learned had no need for group formation and the jury depends on how the teacher tried to study the class during learning. Small group interaction is an interaction that often occurs the same as interpersonal interaction because this interaction occurs in the learning process when the teacher gives assignments and is formed in a group.

Consisting of 2-3 people then discuss to complete the task, the interaction of teachers and students occurs a lot because the teacher has a lot of time to control and pay attention to each group better whether students do the task well or not.

Based on the results of observations of researchers when the learning process in the classroom this interaction did not occur much because this interaction occurs when the material in the class is suitable for the form of groups because not all material can be in groups for students to do assignments, such as the class the first to form groups to do assignments and the second class does not exist.

But from the results of video recordings in the first class, students were enthusiastic in the learning process in the form of groups because it made students able to be creative to complete tasks and express opinions or share ideas with other group friends.

And also for the teacher with the existence of this group interaction makes the teacher able to control the work of students with better, because when formed a group of students can do the task more quickly so that the material discussion can be more in depth and the teacher can train students to be more independent looking for material and answers the right one without continuing to ask the teacher without trying on his own, the class becomes more organized with this interaction because students can focus more on the group so that no students are just silent and not responding.

With this interaction the whole class becomes more organized and can be controlled without a fuss that is not clear and disturbs the learning process, but in the second class this interaction does not occur because the teaching material is not suitable for group formation.

d. Public Interaction

Public interaction is an interaction that occurs between a speaker or one person with another person but in a broad context such as in public if done in an interaction class this becomes an interaction that mostly occurs in class, the teacher as the speaker then students as listeners where the teacher becomes the focus of attention in the class by providing knowledge and information in the classroom and students as listeners and recipients not only that this interaction is usually related to small group interaction because when teachers form groups and give assignments after which students are asked to present the front of the class.

Students become speakers and the center of attention than others listen, in extract 9,10 and 11 there is a public interaction between teacher and student pay attention to what the teacher says then happens public interactions where the teacher becomes the center of attention or material giver and students who pay attention or listen to become public because of the large number of students in one class.

## CONCLUSION

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation transcript from a record in classroom. The finding verbal interaction between students and teacher, show that there are intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction, but mostly just interpersonal interaction and public interaction and also verbal interaction between student and student that happened in class.

Verbal interactions between teachers and students have a relationship with each other and influence each other because the interaction between teachers and students occurs, of course the interaction between teachers and students will occur well and students are more focused if these two interactions can occur in the classroom because of the role of teachers

and students which is carried out, then why the two interactions are included in the category of verbal interaction because they relate directly to students and occur directly in the classroom in the learning process, the function of verbal interaction is so that students feel closer to the teacher and can properly accept what is being taught.

There are 4 strategies to get students response which include the use of students and the use of various sources or activities in learning, this means that in the formulation of new strategies until the work plan preparation process has not yet achieved action. In an effort to get strategies from students, it is necessary to use techniques such as provoking students' perceptions, utilizing acceptable assistive techniques, choosing an accurate form of motivation, and using a variety of methods.

## REFERENCES

- Al-Amiri, M. 2016. Analysis of Verbal Interaction of Students of The Department of Social Studies in the Institute of Preparation and Training of Teachers During Service in Hadramout in light of Flanders System. *Al-Andalus Journal of Humanities and Social Sciences*. 13(12), 99-127.
- Al-Badri, T. 2005. *Management OF Classroom Verbal Interaction "Principles and Procedures"*. Dar Al Thaqa for Publishing and Distribution: Amman, Jordan.
- Al-Farra, I. 2004. Evaluation of Teaching Performance of the Teachers in The basic Education Stage of Palestinian University Graduates, A Paper Presented at the *Quality in Palestinian University Education: Ramallah*, 2004, pp. 10 and 11.
- Azam & Kingdon. 2014. *Effective Communication in the Class Room Senior High School*. New York: W.W. Norton.
- Boulanger, G. 2015. *Speaking: Types Of Verbal Interaction Classified* Washington DC.
- Brown. 2001:165. "interaction analyzed". *International Journal of Institutional & Industrial Research*. 1(1). 26-29. DOI ISSN: 2456- 1274. New York: Free Press
- Brown. 2001:165. "interaction analyzed". *International Journal of Institutional & Industrial Research*. 1(1). 26-29. DOI ISSN: 2456- 1274. /New York: Free Press
- Bunglowala. 2015. *Verbal and non verbal communication*, Washington, DC: National Aeronautics and Space Administration
- Buzaniye, J. 2015. *Benefits Of Verbal Interaction In Classroom*. Cambridge, MA: The MIT Press.
- Chaudhry. 2012. *Verbal Massage Complements*. Cambridge: Cambridge University Press.
- Crouch and Mazur. 2001. *Peer instruction is a form of collaborative learning*. Cambridge: Cambridge University Press.
- Dagarin, M. 2004. *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language*. *English Language and Literature Teaching*, 1(2), 127-139
- Flanders. 1970. *Verbal interaction skill*. London: Longman
- Garfield. 1993. Small Group construction In Learning process. *Learning Journal*. New York
- Glew, P.J. 1995. Verbal communication in classroom. *Journal of English*.
- Good & Barafi. 1986. *the way created atmospher in class*, New York
- Goronga, Pedzisai. 2013. The Nature and Quality of Classroom Verbal Interaction: Implication for Primary School Teachers in Zimbabwe. *Savap Journal*, 4(2),

- Hall & Walsh. 2002. *Verbal interaction in School: Significant Role of interaction* University of Edinburgh
- Hanes, T. 2015. *Verbal interaction study case as a tool*. Nevada
- Hardaway. 2005. *Collaborative tools create learners to synchronously*. Essex: Pearson Educational Limited.
- Hattie,J. 2008. *Patterns of interaction in efl classrooms*, In The Global Summit on Education. Kuala Lumpur: WorldConferences.net.
- Heap. 1985. *Interaction in classroom variety*. New York: Oxford University Press.
- Holmbreg. 1986. *Type of interaction in classroom*, Columbus: Merrill Prentice Hall.
- Javid, Zolmas Abdolrahimi. 2013. A Study on the State of Teacher-Student Verbal Interactions During Teaching Process and Its Relationship with Academic Achievement of Middle School Students in Ardabil. *International Research Journal of Applied and Basic Sciences*, 4(7).
- Kadivar. 2002. *Teacher and students participation in learning*. South Yara: Macmillan Education.
- Krashen, S. 2002. *Analyzing patterns of classroom interaction in high school*. *Journal of Asia* , 7(3), 93-120.
- Krauss. 2015. *Teacher-Student Interaction in a Project-based Learning Classroom*. *Journal of English and Education*, 1(1), 142-153.
- Ma'an & Jordan. 2017. A Study of The Extent and Nature of Classroom Verbal Interaction in Tenth-Grade, Arabic Language Class in Jordam Using Flanders Interaction Analysis Category. *International Journal of Learning and Development*, 7(4).
- Miles & Huberman. 1992. Analysis components in qualitative research. *Journal of English*
- Nurmasitah, S., 2010. *A study of classroom interaction characteristics in a geography class conducted in English: The case at year ten of an immersion class in SMA N 2 Semarang* (Doctoral dissertation, Universitas Dipenogoro).
- Purba, Elfridayani etc. 2016. *Classroom Interaction in English Lesson Based on Flander's Interaction Categories*.
- Richards.at al. 1992. *Interaction patterns: An Introductory Course*, Third Edition. New York: Routlegde.
- Rohmah, Ima Isnaini Taufiqur. 2017. Classroom Interaction in English Language ClassforStudents of Economics Education. *Arab World English Journal*, 2 (14).
- Shubar, Kh., Jamil, A., & Abu-Zeid, A. 2005. *The Basics of Teaching*. Dar Almnaheg for Publishing and Distribution: Amman, Jordan.
- Sinclair,J., & Coulthard, M. 1992. *Toward an Analyaia of Discourse*. Oxford: Oxford University Press.
- Tucker, K. 2013. *A Descriptive Study of Teacher's Oral Feedback In an ESL Young Learner Classroom*. New York: Cambridge University Press.
- Van Lier, L. 1988. *The Classroom and the Language Learner*. London: Longman
- Vygotsky, L.S. 1978. *Mind in Society*. London: Harvard University Press.