



The Effects of Classroom Interaction on Students' Participation in English Learning Process at Mas Syekh Yusuf

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ABSTRACT

Classroom interaction is essential in the learning process. However, not all the students willingly participate in classroom interaction, and the students do not even understand the teacher's question or know the answer. Thus, teachers' creativity and various ways of interaction are needed to form effective classroom interaction. This researcher aims to determine the effects of classroom interaction on students' participation in the English learning process. The researcher employed a descriptive qualitative design, and the data was collected through classroom observation and interviews. The results of this research show that classroom interaction positively affects the students' participation, such as influencing the students to raise their hand to solve the task to show the students' comprehension and attractiveness of the material, helping the students seek other classmates' opinions due to the students' confidence on their own opinion or have no courage to ask the teacher, helping the students in asking the question when the teacher' question or statement is unclear, stimulating the students in explaining simply because the student's comprehension and condition, challenging the students to contribute in the learning process because not all the students have confidence in putting contribution voluntarily. Based on the findings of this research, it can be concluded that classroom interaction positively affects the students' participation; thus, it is critical to the successful learning process. In addition, through classroom interaction, the students can be helped in the learning process and in improving the students' skills and self-confidence.

Keywords: *Classroom interaction, Students' participation*

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1. INTRODUCTION

Classroom interaction is essential in learning and effectively improves students' communication skills. As Nasruloh (2013) has revealed, while interacting with a teacher, students develop some speaking strategies. In addition, classroom interaction is revered as the activity done by both teachers in delivering the lesson content and students in learning the lesson content. Robinson (2005) stated that classroom interaction lies in the middle of the learning and teaching process through dialogue, engaging teachers and students in exploring the knowledge. Boulima (1999) also explains that the student requires interaction to produce the language for successful language learning. In addition, Ahmad, Abdullah, and Shaharim (2017) remarked that allowing students to interact with teachers, classmates, and surroundings in learning and teaching will stimulate students and encourage them to learn creatively and innovatively.

Thus, building the interaction and getting the students' response needs the teacher's creativity and various ways of teacher interaction to stimulate all the students to participate during the learning process, especially in the EFL class.

As remarked by Kaya and Selvitopu (2019), since the goal of school or class is to help the students organize, focus, and follow the productive process through the learning process in class, the most crucial thing effective for the teacher is to have a variety of skill in managing class during the learning process. While planning the lesson delivered in class, the teacher must also think about effective ways to address students' behavior in learning and teaching activities (Rogers, 2003). Rohmah (2017) also noted that to make students involved and active in the teaching and learning process, teachers used to give directions, ask questions, lecture, repeat students' responses verbatim, and praise and encourage. Furthermore, participating in class can positively impact students' learning outcomes and develop students' abilities, such as the student's motivation to learn. Students' communication and thinking skills also can be improved (Logsy, Warna, & Desvitasari, 2022).

Students' participation in the learning process varies, such as offering questions and giving explanations. In addition, Aziz, Quarishi, and Kazi (2018) explained that the students participate in various activities and forms during the learning process, such as giving questions and explaining things. Furthermore, Brown and Lee (2015) mention various types of student participation in learning and teaching activities, such as taking initiative, seeking information, asking questions, clarifying, and summarizing. As well as, Benyo and Kumar (2023) also stated that involving students to actively participate in class discussions, such as responding to the teacher's questions and ideas or peers' questions and ideas, asking questions, and offering feedback, is crucial in language learning.

However, only some students willingly participate in the learning process due to the student's confidence in uttering the statement and need time to develop the skill in the target language. As remarked by Darr (2020), because of students' vocabulary mastery and students' confidence in English speaking, students have less opportunity to interact with the teacher, and even though students have difficulty understanding the class content, students are intended to find out the answer on book or internet. Furthermore, Sundari (2017) stated that some students are hesitant to use the target language because their production in language is limited, so students need time to develop their skills in the target language. In addition, Hoque (2016) found that in Bangladesh, students do not voluntarily respond to the teacher's question in the learning process because the students are usually taught to be quiet and respectfully listen to the teacher. Hence, the students have less or no experience in asking a question or giving a response to the teacher. In addition, class size may influence the interaction between teacher and students related to the subject/academic question and improve students' creativity, original and critical thinking in class, especially in the class applying curriculum-oriented teacher-student communication (Özerk, 2001).

Various relevant studies have been conducted on this research. For example, the study conducted by Aisyah and Sugesti (2023) found that the factors affecting the students' engagement in online learning on speaking for the general purpose were the interaction between teacher and students and behavioral engagement, with 100% and 94% choosing yes. On the other side, the study conducted by Fitri and Regina (2021) discovered that by applying experiential learning, students' participation can be developed. Moreover, Ramli (2020) found that students speak as frequently as teachers do. Still, the teachers dominate in duration during interaction in class and found that there is no evidence of gender domination because gender domination is not caused by gender stereotypes but rather by teachers' strategies in maintaining social interaction during learning and teaching activities. Thus, classroom interaction, especially students' participation and teacher's management in maintaining social interaction, is essential in the learning process.

Based on the preliminary observation conducted in MAS Syekh Yusuf, the researcher found that some students chose to keep silent because they were afraid of making mistakes in answering the teacher's question. From the preliminary observation, the researcher is interested in finding out the effects of classroom interaction on students' participation in the English learning process. Thus, the researcher is curious to raise this research titled "The Effects of Classroom Interaction on Students' Participation in English Learning Process at Mas Syekh Yusuf."

2. METHOD

2.1. Research Design

This research used a descriptive qualitative design to observe the effects of classroom interaction on the student's participation in English language learning. Dey (2005) mentioned that qualitative analysis is related to describing the phenomenon that occurred as the data, classifying the data, and seeing how the classified data is interconnected.

2.2. Subject of the Research

The subject of this research was chosen by using purposive sampling, in which the researcher determines the criteria of participants as the subject. The subjects of this research were eight students who actively and did not actively engage in the English learning process and one teacher who teaches an English course in the class XI IPA at MAS Syekh Yusuf.

2.3. Research Instrument

2.3.1. Audio recording

The researcher used audio recording to record all the teacher and students' conversations during the learning process. Having the recording of teacher and student interaction is helpful for the researcher in transcribing the teacher and student interaction to avoid the possibility of missing words.

2.3.2. Observation checklist

The researcher used an observation checklist to describe the learning and teaching process. The observation checklist describes classroom interaction in the learning and teaching process. The phenomenon observed was related to classroom interaction and student participation.

2.3.3. interview question

Interview questions were delivered to the teacher and students to enrich and support the collected data. The interview question is also helpful for the researcher in answering the research question.

2.4. Technique of Collecting Data

The researcher did observation and interviews in collecting the data. The researcher conducted direct observations to collect information related to the research topic by joining and recording the teaching and learning process and all activities in the classroom from the beginning to the end of the class.

Furthermore, the researcher collected the teachers' and students' opinions about classroom interaction by conducting the interviews. In addition, the data collected by doing interviews is additional for answering the research question and describing the effects of classroom interaction on students' participation and teachers' control of classroom interaction.

2.5. Technique of Data Analysis

This research's data were analyzed using the interactive model of Miles and Huberman (1994). The components of the data analysis are explained below:

2.5.1. Data collection

Data collection is the process of gathering the data that has been obtained during observation and interview by transcribing the data. In this research, the researcher transcribed all the data that had been recorded and written in the field notes from observation and interview.

2.5.2. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that has been transcribed. The researcher of this research reduced the collected by selecting the data based on the research topic.

2.5.3 Data display

Data display is the process of organizing or classifying the selected data. Displaying the selected data can help the researcher further analyze or take action. In order to answer the research question, the researcher organized the selected data so the researcher could analyze it further quickly.

2.5.4. Drawing conclusion and verifying data

Drawing conclusions and verifying data were done after the data display. In order to show that the research findings are credible and able to answer the research question, the conclusion of the research must be followed by supported and consistent evidence.

3. FINDINGS

The data were obtained by observing classroom interactions during the learning and teaching process and interviewing the teacher and students in eleventh grade to answer the first research question. The observation checklist and audio recording were used to observe the classroom interaction between teachers and students, and the interviews were used to get teachers' and students' opinions about the effects of classroom interaction on students' participation in the learning process.

The observations and interviews show that classroom interaction positively affects the student's participation in the learning and teaching process by (1) influencing the students to raise their hand to solve the task, (2) helping the students seek other classmates's opinions, (3) helping the students in asking the question, (4) stimulating the students to explain simply in answering the question, (5) challenging the students to contribute in the learning process.

3.1. Influencing the Students to Raise their Hands to Solve the Task

Students voluntarily participate in classroom activities during the learning process because they feel comfortable and understand the material. As found out in the classroom observation, the students are enthusiastic to answer the teacher's questions and willingly engage in class discussions to show the students' participation in the learning

process. Furthermore, the student's enthusiasm for taking the initiative to participate in the teacher-student interaction can be seen in the extract below.

Extract 1 (classroom observation, 14/5/2024)

- T : *jadi kalimat aktifnya bagaimana siapa yang bisa buat?* (so who can make the active sentence?)
 S (Female) : *coba bede saya pak* (I want to try it sir)
 T : *ya, write on the whiteboard*

The ERF pattern of classroom interaction shows that the teacher stimulates the students to take the initiative in solving the task by giving directions, "*jadi kalimat aktifnya bagaimana siapa yang bisa buat?*". In addition, one of the students responded to the teacher's initiation by providing a reaction followed by a replay, "*coba bede saya pak*" to show the students' willingness to solve the task. In order to motivate the students to participate in classroom activities, the teacher gives feedback by accepting and evaluating the student's participation "*ya, write on the whiteboard*". Furthermore, the student's enthusiasm to participate in solving the task is shown in the student's and teacher's interview.

Extract 2 (S.DS, 21/5/2024)

"kalau pribadi lebih angkat tangan missal dimengerti mi itu meterinya" (personally I prefer to rise my hand if I understand the material)

Extract 3 (S.NYH, 21/5/2024)

"kalau tau jawabannya angkat tangan" (if I know the answer I rise my hand)

Extract 4 (teacher, 21/5/2024)

"ada memang terkadang materi-materi tertentu yang dia sukai, kayak misalnya storytelling to itu suka sekali ataukah kayak tenses-tenses itu mereka suka mereka sering lomba naik" (sometime there are certain materials liked by students, such as storytelling or tenses, the students are willing to participate)

The observation and interview results show that through classroom interaction, the teacher can influence the students to raise their hands to participate in classroom activity by giving directions to show the students' comprehension and attractiveness of the material.

3.2. Helping the Students in Seeking Classmates' Opinion

Asking the other students' views or the teacher's opinion can help the students in gathering solid information. In addition, the extract below shows that the student can comfortably ask the other classmates' opinions during the student-student interaction.

Extract 5 (classroom observation, 14/5/2024)

- T : *.....yang mana kata kerja ke tiga?* (which one is the past participle?)
 S (Female) : *s.e.n.t, sent*
 T : *sent*
 S (Female) : *apa dibilang sent?* (what is sent?)
 S (Female) : *dibilang itu verb satu ini verb tiga* (that is the verb one and this is the past participle)
 S (Female) : *ow, iya* (ow, I see)

The pattern of classroom interaction shows that the teacher stimulates the students to participate by elicitation "*.....yang mana kata kerja ke tiga?*" to the students, and one of the students responding to the teacher's initiative by replaying the teacher "*s.e.n.t, sent*". However, when the teacher accepts feedback "*sent*", one of the students spontaneously ask, "*apa dibilang sent?*" to the other peers about the word mentioned by the teacher for further information from the student. In addition, the teacher and student interviews below show that the students can comfortably ask the other student's opinions.

Extract 6 (S.NND, 21/5/2024)

"temanta bisa apa kayak mauminta pendapat dari kita karena sempat butuh juga pendapat dari teman baru keguru" (my friend sometimes want ask our opinion because they need our opinion first then to the teacher)

Extract 7 (S.NYH, 21/5/2024)

"jujur agak ragu sama jawaban sendiri harus ada pendapat dari teman dari guru begitu kak" (honestly I hesitate on my own opinion, I need other opinion from friends or teacher)

Extract 8 (teacher, 25/5/2024)

"masih ada kecanggungan untuk bertanya terkait dengan materi ini" (there is awkwardness in asking question related to the material)

The observation and interview results show that classroom interaction can facilitate the students in gathering information from other classmates when the students do not understand the teacher's explanation. Furthermore, the students are also helped in seeking the students' opinions when the students are not confident in their own opinions or have no courage to ask the teacher.

3.3. Helping the Students in Asking Question

Asking questions is very important, especially when the statement or the explanation is unclear. As shown in the observation, the student is helped by asking questions during the student-student interaction when the students cannot hear the teacher's question.

Extract 9 (classroom observation, 14/5/2024)

- T : *e... Fadilah jadi strukturnya di explanation text itu ada berapa?* (Fadilah, so the many structure of explanation text?)
 Fadila : *Apa nabilang pak?* (what does the teacher say?)
 S w : *tidak na dengar bede pak* (she does not hear the question sir)
 T : the general structure of explanation text, do you still remember it?
 Fadila : *empat!* (four)

The IRF pattern of classroom interaction shows that to stimulate the students to participate in class discussion, the teacher initiates the interaction with one of the students by giving elicitation "*e... Fadilah jadi strukturnya di explanation text itu ada berapa?*". However, the student responds to the teacher by providing a reply in the form of question "*Apa nabilang pak?*" to the other classmates to make the teacher's question straightforward. In addition, the students are helped in asking questions, which can be seen in the teacher and students interview below:

Extract 10 (S.NRLM, 21/5/2024)

"kalau diguru to kak takut-takut ka jadi pergi teman kelas sama juga biasa anu apadi bahasanya guru terlalu tinggii susah kupahami kak jadi pergi teman kelasku" (I am afraid of asking question to the teacher so I prefer of asking my classmates and sometime the teacher's language is so high so hard to understand the teacher's explanation)

Extract 11 (teacher, 25/5/2024)

"kalau ke temannya itu lebih cepat tangkap dibanding saya karena mungkin ada rasa sungkan to" (the students easily understand the lesson if they ask their classmates than me because maybe there is awkwardness)

The observation and interview results show that classroom interaction helps the students ask questions to their classmates when the teacher's question or statement is unclear. In addition, the students prefer asking questions to their peers because the teacher's language is so high, and the students feel awkward asking questions to the teacher.

3.4. Stimulating the Students to Explain Simply in Answering the Question

The students are confident in uttering their opinions during class discussions when they can speak. As found out on the class observation in the teacher-student interaction, the teacher stimulates the students to utter their opinion by asking questions about the past tense the students .

Extract 12 (classroom observation, 21/5/2024)

- T : *bentuk ke duanya built apa? Ini kan built bentuk ke tiga* (what is the past tense of built? This is the past participle, isn't it?)
 S (male) : *sama ji pak nda ada kulihat disini* (it is same sir, I find nothing here)
 S (female) : built
 S (male) : built *ji* (it is just built)
 T : *kalau bentuk pertanyakan pakai d, bentuk ke duanya?* (if the present use "d", how about the past tense?)
 S : *t dibelakangnya pak* (it uses "t" at the end sir)
 T : *sama ya bentuknya ya, berarti?* (yea it is same so?) They built...

The pattern of classroom interaction shows that the teacher stimulates the students by giving elicitation "*bentuk ke duanya built apa?*" and informative "*Ini kan built bebtuk ke*". But when the students respond the teacher's elicitation by giving a replay as possible as they can "built", "built *ji*", the teacher comments feedback "*kalau bentuk pertanyakan pakai d, bentuk ke duanya?*" in order the students can give more explanation "*t dibelakangnya pak*". Furthermore, the students uttering their opinions simply in answering the teacher's question can be seen in the teacher and students' interview results below:

Extract 13 (S.NND, 21/5/2024)

“*alokadarnya, biasa kak maujaki jelaskangi tapi susahki untuk disampaikan. Tapi adaji biasa kak kayak di pikiranta tapi susahki untuk dikasi keluar*” (I give an explanation simply. Sometime I get difficulty in organizing the words so it is difficult to utter my opinion in class discussion)

Extract 14 (S.DS, 21/5/2024)

“*menjawab yang seadanya saja*” (I answer it simply)

Extract 15 (teacher, 25/5/2024)

“*dia jawab dengan seadanya karena tidak paham ataukah memang kedua itu karena itu tadi kondisinya*” (the students give the answer simply because the student comprehension and the student condition)

Based on the classroom observation and interview results, it can be said that through classroom interaction, the students can be stimulated to utter their opinions simply in class discussions by asking questions to the students. Furthermore, the students explain merely due to the student's comprehension and condition. Thus, the teacher needs to stimulate the students to get more explanations.

3.5. Challenging the Students to Contribute to the Learning Process

Because not all the students can voluntarily contribute to classroom activities, the teacher has to challenge the students by mentioning the students' names. As found out on the observation in the learning and teaching process, the teacher motivates the students to contribute by mentioning the student's name in the teacher-student interaction.

Extract 16 (classroom observation, 14/5/2024)

T : how many subject in the pronoun? E... *coba risman*, what is the first subject?
Risman :
T : *kan ada tuju, yang pertama apa?* (there is seven subjects of the pronoun, what is the first?)
Risman : I
T : I, good

The pattern of classroom interaction shows that the teacher challenges the students to participate by eliciting and mentioning the student's name: "How many subjects in the pronoun? E... *coba risman*, what is the first subject?". However, when the student keeps silence "....." as the react response, the teacher changes the strategy of initiation by giving information "*kan ada tuju*" and followed by elicitation "*yang pertama apa?*" so the teacher provides the student's response in the form of replay "I". In addition, the students are challenged to contribute, which can be seen in the students and teacher interview below:

Extract 17 (S.DMS, 21/5/2024)

“*Kalau ada guru yang bertanya lansung kayak gugup*” (I feel nervous when the teacher asks question)

Extract 18 (S.NRFDL, 21/5/2024)

“*kayak degdegan karena belumpi nasiapkan jawaban*” (I feel nervous because the answer is not prepared yet)

Extract 19 (teacher, 25/5/2024)

“*biasanya mereka berpikir dulu. Mereka sinkronkan apa bentuk pertanyaannya kemudian apa kaitannya dengan yang mau dia jawab....*” (sometime they think first. They synchronize the question with their answer)

The observation and interview results show that through classroom interaction, the students can be challenged and allowed to contribute to class discussion because not all students can voluntarily contribute to class activities due to their confidence. Furthermore, the students also need time to respond to the teacher's question because the students have to synchronize the question with the answer prepared.

4. DISCUSSION

The data results are discussed and connected with the previous studies and theories related to this research in this section. Based on the three research questions mentioned before, the study's objective is to determine the effects of classroom interaction on the student's participation in the English learning process.

The finding shows that classroom interaction can be helpful for the students and affect the student's participation in the learning and teaching process. Furthermore, through classroom interaction, the students are influenced to take the initiative in raising a hand to solve the task, the students can be helped in seeking the other classmates' opinions, the students are helped in asking a question, the students are stimulated to explain simply in answering the question, and the students are challenged to contribute in the learning process.

The students enthusiastically raise their hands to solve the task given in the student-teacher interaction to show the students' comprehension and attractiveness of the material. Brown and Lee (2015) mentioned that one of the student's participation in the learning and teaching process is taking the initiative in class, which is the students willingly participating in uttering opinions or ideas in the learning and teaching process. In addition, students' environment dramatically affects their' motivation in the learning process; thus, the teacher must appreciate the students' participation by praising and encouraging them (Kamila & Unisah, 2024)

In addition, the student's interest in the class discussion can be seen through students seeking information from classmates or teachers. Brown and Lee (2015) mentioned that students can show their participation by seeking information and asking questions to the teacher or other peers to get opinions. The first finding also indicates that in student-student interaction, one of the student's interests in the class discussion is asking the deskmate's opinion. The students have no courage to ask the teacher and are not confident in their views. Beri and Shivom (2020) mentioned that asking questions or focusing on the learning process can increase the students' confidence and motivate them to talk. The students can ask the more knowledgeable students questions for further knowledge. Enthusiastic and Siregar (2022) found that peer feedback is also effective in learning strategies for the students to improve classroom interaction by providing comments or evaluating their classmates' work or performance.

Following the finding of classroom interaction effects, classroom interaction helps the students ask questions to their classmates when the teacher's question or statement is unclear due to student-student interaction. As Harahap, Siregar, and Ramadhani (2018) have noted, some students prefer to ask their peers rather than directly ask the teacher because they are afraid of making mistakes and have no confidence.

The students are stimulated to clarify class discussions when the students are allowed to speak. However, the first finding shows that the students sometimes answer the teacher's question simply due to the student's comprehension and condition. Thus, the teacher needs to change the strategy of giving questions to get the students' explanations. As Ayuwanti, Marsigit, and Siswoyo (2021) found out, the teacher previously asked the questions to get the students focused on delivering the material and to stimulate the students to think critically and actively in the learning process.

Besides that, one of the classroom interaction effects is challenging the students to contribute to class discussion by mentioning the student's name because not all the students can voluntarily contribute to the class activity due to the student's confidence. Besides that, students also find it challenging to use vocabulary, and they need more communicative tasks that can improve their interaction with peers in the learning process (Fauzia, 2016).

5. CONCLUSION

Based on the findings and discussion results, it can be concluded that classroom interaction positively affects the student's participation in the learning process. The effects of classroom interaction can be concluded as influencing the students' hands to solve the task to show the students' comprehension and attractiveness of the material, helping the students in seeking other classmates' opinions due to the student's confidence in their own opinion or have no courage to ask the teacher, helping the students in asking the question when the teacher' question or statement is unclear, stimulating the students in explaining simply because the student's comprehension and condition, challenging the students to put contribution because not all the students have confidence in contributing voluntarily.

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