

CHAPTER IV

RESULT & DISCUSSION

4.1. Result

4.1.1 Result of Observation and Interview

Based on the research objective to analyze teacher-students interaction in English speaking learning, the first step taken by the researcher was to make observations of teacher and students in English learning activities. The English teacher is Madam Sidamai Zebua, S.Pd. The researcher made observations on Monday, March 17th, 2025 and April 18th, 2025. For more details, the following are the results of the observations and interview that researcher obtained.

A. The Observation for Teacher

The researcher conducted observations in class VIII-2 with the topic "Look Around You." The observation sheet consisted of activities carried out by the teacher based on the prepared material, using a checklist format where observers marked the "yes" or "no" column to indicate whether each activity was performed, and completed the information column to explain what activities were carried out. Through these activities, the researcher was able to observe teacher-students interaction in English speaking learning. The classroom observation yielded specific results. The activities are as follows:

The first statement, the teacher begins the lesson with a greeting and prayer, checks that the students are ready, takes attendance, and checks that the students are neatly dressed and sitting in the correct position. In the classroom, The teacher began the lesson by greeting and praying, checking the students' readiness, attendance, neatness of clothing, posture, and seating arrangement. This initial routine created a structured and respectful classroom atmosphere. During this process, the teacher interacted with the students in English by asking simple questions such as "Good morning, How are you today?" or "Are you ready for the lesson?", encouraging them to respond in English. This interaction served as a warm-up to help students feel more confident and accustomed to using English in class. It also allowed the teacher to model correct pronunciation and sentence structure while fostering a supportive environment for speaking practice.

The second statement, the teacher arrange the seating of students and condition the classroom so that the learning process is enjoyable. In the classroom, the teacher arranged the students' seating and conditioned the classroom environment to make the learning process

enjoyable. In this context, the interaction between the teacher and students in speaking English took place through various engaging activities. The teacher encouraged students to express their ideas, respond to questions, and participate in discussions using English. By creating a supportive and comfortable atmosphere, the teacher reduced students' anxiety and built their confidence to speak. This positive classroom setting fostered more active student involvement and improved their speaking skills through meaningful communication in English.

The third statement, the teacher motivate students to maintain their enthusiasm during the learning process. In the classroom, the interaction between the teacher and students in speaking English class was reflected when the teacher consistently motivated the students to stay enthusiastic throughout the learning process. The teacher encouraged them with positive reinforcement, praised their efforts even when they made mistakes, and created a supportive classroom atmosphere. The students became more self-assured and eager to engage in speaking exercises as a result of this encouragement. By maintaining an encouraging tone and providing continuous support, the teacher successfully built a communicative and engaging learning environment.

The fourth statement, the teacher convey the objectives to be achieved in the learning process. In the classroom, the teacher did not convey the learning objectives to be achieved during the lesson, which affected the flow of interaction in the classroom. As a result, the interaction between the teacher and students in speaking English became less focused and less meaningful. The students were unsure about what they were expected to accomplish, which led to passive participation and limited verbal responses. The absence of clear goals also made it difficult for students to engage in purposeful speaking activities, and the teacher missed opportunities to guide or encourage students effectively. Consequently, the overall English speaking interaction in the classroom remained unstructured and lacked direction.

The fifth statement, the teacher prepare all the equipment that will be used in the learning process. In the classroom, the teacher did not prepare all the equipment that would be used in the learning process, indicating that they had not fully prepared the necessary materials. This lack of preparation had a negative impact on the interaction between teachers and students during English language learning. The interaction became less effective due to the absence of supporting media, such as images, videos, or audio recordings, which made it difficult for students to understand the material and engage in speaking activities. As a result,

the students were less motivated to participate in conversations, and the speaking class became teacher-centered. This limited opportunities for meaningful English interaction in the classroom.

The sixth statement, the teacher can begin the lesson by asking questions and reviewing the material in Chapter II. In the classroom, the teacher began the lesson by asking questions and reviewing the material from Chapter II. During this apperception phase, teacher-students interaction occurred in the form of simple English conversations. The teacher asked questions related to the previous topic, and students responded using short English sentences. This interaction helped activate students' prior knowledge and encouraged them to speak in English, even if only briefly. The teacher also provided prompts and guided questions to help students express their ideas. Although some students were hesitant, the teacher's encouragement and use of familiar vocabulary made the interaction more effective and engaging.

The seventh statement, the teacher can begin the lesson by asking questions and reviewing the material in Chapter II. In the classroom, The teacher asked deeper questions to guide students toward the topic to be learned. This interaction played an important role in English speaking classes because it encouraged students to think critically and express their thoughts in English. Through this approach, the teacher not only led the discussion but also created opportunities for students to respond, explain their ideas, and build confidence in using the language. Such interactions helped develop students' speaking skills and made the classroom more communicative and student-centered.

The eighth statement, the teacher shows the picture on Worksheet 3.1 in the Student Book. In the classroom, the teacher showed the picture displayed on Worksheet 3.1 in the student's Book. After that, in order to get the kids to respond in English, the teacher asked them questions about the image. Some students responded by describing what they saw, while others answered simple questions asked by the teacher. During this activity, the interaction between the teacher and students was active and focused on encouraging the use of English in speaking. The teacher provided guidance, corrected pronunciation when needed, and praised students' efforts. This interaction helped students feel more confident to speak, as the teacher created a supportive and engaging learning atmosphere.

The ninth statement, the teacher asks students to express their opinions about what they would do when faced with the situation depicted in the picture. In the classroom, the

teacher asked the students to express their opinions about what they would do in the situation shown in the picture. This activity created an opportunity for teacher-students interaction in English speaking, where the teacher guided the discussion by giving prompts and encouraging students to speak. The teacher also provided feedback and corrected errors when necessary, helping students improve their vocabulary and sentence structure. Through this interaction, students became more engaged and confident in using English to express their thoughts, making the speaking activity more meaningful and interactive.

The tenth statement, if students appear to be having difficulty, the teacher can tell them that they can use Indonesian. In the classroom, when students seemed to have difficulty, the teacher did not allow them to use Indonesian. This created a situation where students were forced to continue speaking in English, even when they struggled to express their thoughts. The teacher maintained an English-only environment to encourage students to practice more and become familiar with the language. As a result, the interaction between the teacher and students in the classroom remained focused on English, which helped improve their speaking skills over time. However, some students became hesitant and less active due to their limited vocabulary and fear of making mistakes.

The eleventh statement, the teacher asks the students to listen to Audio 3.1 about Andre and Monita having lunch in the cafeteria. In the classroom, the teacher asked the students to listen to Audio 3.1 about Andre and Monita having lunch in the canteen. During this activity, the interaction between the teacher and the students in speaking English was evident as the teacher guided the students through listening comprehension by asking questions related to the audio. The teacher encouraged the students to respond in English, corrected their pronunciation when necessary, and provided feedback to improve their speaking skills. This interaction helped students to understand the context of daily conversations and actively participate in speaking practice.

The twelfth statement, The teacher asks students to answer the comprehension questions listed on Worksheet 3.2. In the classroom, The teacher asks students to complete the comprehension questions listed in Worksheet 3.2. During this activity, interaction between the teacher and students in English occurs through instructions, guidance, and follow-up questions. The teacher uses a little English to explain the task and encourages students to ask questions if anything is unclear. Some students respond briefly in English, while others still require clarification in Indonesian. The teacher provides feedback in English to support

language development and maintain an encouraging tone to motivate students. This interaction helps students practice speaking English in a structured yet supportive environment.

The thirteenth statement, if students still have difficulty, the teacher can play the audio again. To help, the teacher can play the audio while pausing occasionally to allow students to take notes. In the classroom, if the students still experienced difficulties, the teacher could replay the audio. As a form of assistance, the teacher also replayed the audio with pauses between messages and allowed the students to take notes. This exchange demonstrated that the instructor was aware of the requirements and learning styles of the students. By providing these opportunities, the teacher encouraged students to actively listen, comprehend the content, and participate more confidently in speaking activities. It reflected a supportive learning environment where the teacher facilitated understanding and promoted student engagement in English speaking.

The fourteenth statement, the teacher discusses the answers to the comprehension questions. To encourage students to actively use English, the teacher can ask other students to answer as well. The answers may be different or the same. In the classroom, the teacher discussed the answers to the comprehension questions. To encourage students to actively use English, the teacher asked other students to respond as well. The answers could be different or similar. This showed that the teacher-students interaction in the English speaking class involved giving students opportunities to express their understanding, promote peer responses, and build confidence in using English through active participation.

The fifteenth statement, the teacher asks students to listen to Audio 3.2 about Galang, who provides important information while they are having lunch in the cafeteria. In the classroom, the teacher asked the students to listen to Audio 3.2 about Galang, who provided important information during their lunch at the canteen. This interaction showed that the teacher created opportunities for students to engage in English listening and speaking activities. After listening to the audio, the teacher encouraged students to respond, give opinions, or ask questions in English, which promoted active participation. This practice helped students to improve their comprehension and speaking skills by interacting with both the teacher and their peers in a meaningful context.

The sixteenth statement, the teacher asks students to match pictures with the correct instructions. In the classroom, the teacher did not ask the students to match the pictures with

the correct instructions. This affected the interaction between the teacher and students in the English-speaking classroom. Since the teacher failed to provide such engaging activities, the students had fewer opportunities to practice speaking through meaningful tasks. As a result, the interaction became more teacher-centered, and students were less active in responding or initiating conversations. The lack of interactive tasks also limited students' chances to develop their speaking skills in a communicative context.

The seventeenth statement, the teacher and students discuss the answers to Worksheet 3.3. In the classroom, the teacher and the students discussed the answers from Worksheet 3.3. During this activity, the teacher asked questions in English, and the students responded using simple English sentences. The teacher encouraged students to express their opinions, corrected their mistakes gently, and gave positive feedback. The interaction helped students to be more confident in speaking and allowed them to practice real communication. This classroom discussion created a supportive environment where students felt comfortable participating in English.

The eighteenth statement, the teacher asks the students to complete Worksheet 3.4. In the classroom, the teacher asked the students to complete Worksheet 3.4, which encouraged them to practice speaking in English. The teacher led the class through the exercise by asking questions, offering clear directions, and giving examples. The students responded to the teacher's prompts and tried to express their ideas using English. The teacher also gave feedback and corrected their mistakes gently to improve their speaking skills. This interaction created a supportive environment where students felt more confident to speak and engage in English conversations.

The nineteenth statement, the teacher and students discuss the answers to Worksheet 3.4. In the classroom, when the teacher and students discussed the answers from Worksheet 3.4, their interaction in English speaking class showed active participation. The teacher asked questions in English to guide students in analyzing each item, while students responded using simple English sentences. The teacher provided corrections when necessary and encouraged students to express their ideas confidently. This interaction created a supportive environment where students felt motivated to speak and practice their language skills. As a result, the speaking activities became more meaningful and helped improve students' confidence in using English.

The twentieth statement, the teacher asks learners to listen to Audio 3.2 again and asks learners to practice saying the steps of hand washing. In the classroom, the teacher asked the students to listen again to Audio 3.2 and encouraged them to practice pronouncing the steps of washing hands. During this activity, the teacher interacted with the students by giving clear instructions, modeling correct pronunciation, and providing opportunities for students to repeat and practice the sentences. The teacher also gave feedback and corrected any mispronunciations to help students improve their speaking skills. This interaction created an active learning environment where students were engaged in practicing English speaking through a meaningful and contextual task.

The twentyone statement, the teacher explains the structural part of the presentation. In the classroom, the teacher explained the parts of the presentation structure and asked the students to practice pronouncing the steps of washing hands. During this activity, the interaction between the teacher and the students in speaking English occurred through direct instruction, modeling of correct pronunciation, and guided practice. The teacher provided clear examples and corrected students' pronunciation when necessary, while the students responded by repeating the sentences, asking for clarification, and trying to apply the correct pronunciation. This exchange created an interactive learning environment that encouraged active participation and improved students' speaking skills.

The twenty third statement, the teacher explains the sentences that can be used in opening the presentation, stating the purpose of the presentation, delivering the content of the presentation, and closing the presentation. In the classroom, The teacher did not explain the sentences that could be used to open a presentation, state the purpose of the presentation, deliver the content, and close the presentation. Instead, the teacher asked the students to practice saying the steps of washing hands. This interaction indicated that the teacher focused more on guiding students through a specific task rather than providing comprehensive language input for presentation skills, which limited the students' opportunities to develop broader English-speaking abilities in the classroom.

The twenty four statement, the teacher invites learners to practice saying the expressions in the presentation example listed in Table 3.3. In the classroom, the teacher asked the students to listen to Audio 3.3 about Galang, who was demonstrating how to wash hands properly. After playing the audio, the teacher encouraged the students to describe the steps they had heard in English, guiding them with prompts and vocabulary support. The

students responded by explaining each step, sometimes asking for clarification when they were unsure of certain words. The teacher provided immediate feedback, corrected pronunciation, and reinforced the correct expressions. This interaction created an active speaking practice where the students could apply the language they had just learned while receiving support and correction from the teacher.

The twenty fifth statement, the teacher asks the learners to fill in the table on Worksheet 3.5. In the classroom, the teacher did not ask the students to fill in the table in Worksheet 3.5, which affected the interaction in the English-speaking class. Instead of guiding them through the task, the teacher moved on without using the activity as an opportunity for speaking practice. As a result, students had fewer chances to express their ideas, ask questions, or share opinions in English. The interaction became more teacher-centered, with limited student participation and minimal exchange of dialogue, which reduced the effectiveness of speaking practice in the classroom.

The twenty sixth statement, the teacher and learners discuss the answers to Worksheet 3.5. In the classroom, the teacher and the students did not discuss the answers from Worksheet 3.5. The interaction between the teacher and the students in speaking English during the lesson was limited, as there was no opportunity for students to share or explain their answers. This lack of discussion reduced the chances for students to practice speaking, express their ideas, and receive feedback from the teacher. As a result, the interaction became more passive, with minimal verbal exchange, and the students had fewer opportunities to develop their speaking skills through active participation.

The twenty seventh statement, the teacher asks the learners to print and cut the flashcards provided. In the classroom, the teacher did not ask the students to print and cut the flashcards that had been provided. This affected the interaction between the teacher and the students in the English-speaking class, as the activity could have encouraged more student participation and engagement. Without the use of these flashcards, opportunities for interactive speaking practice were reduced, and students had fewer chances to collaborate, exchange ideas, and use English in a meaningful context. As a result, the classroom interaction became more teacher-centered, and students' speaking opportunities were limited.

The twenty eighth statement, the teacher asks learners to make groups of six. In the classroom, The teacher did not ask the students to form groups consisting of six members. Instead, the interaction in the English-speaking class took place mostly between the teacher

and individual students or the whole class. The teacher initiated conversations, asked questions, and provided feedback, while the students responded, shared their opinions, and asked for clarification when needed. However, because no small group activities were conducted, the opportunities for peer-to-peer interaction were limited, which reduced the students' chances to practice speaking more actively and collaboratively.

The twenty ninth statement, the teacher asks one of the learners in the group to shuffle the cards and keep the cards in the center of the table. In the classroom, the teacher did not ask any of the students in the group to shuffle the cards and place them in the middle of the table. This situation showed that the interaction between the teacher and students in speaking English during the lesson was limited. Instead of encouraging active participation through such simple classroom activities, the teacher tended to dominate the instructions, leaving fewer opportunities for students to engage in meaningful speaking practice. As a result, the students had less chance to interact, express their ideas, or use English in a communicative context.

The thirtieth statement, the teacher asks learners to take one card in turn. In the classroom, the teacher did not ask the students to take one card in turns, which affected the interaction in the English-speaking class. Without this activity, students had fewer opportunities to actively participate, practice speaking, and respond to each other. As a result, the interaction between the teacher and students became more limited, with the teacher dominating the speaking time and students becoming more passive. This situation reduced the chances for students to develop their confidence, fluency, and communication skills in English.

The thirtyone statement, the teacher asks the learners to comment on the cards they get. In the classroom, the teacher did not ask the students to give comments on the cards they had received. This condition showed that the interaction between the teacher and the students in speaking English was limited, as students were not given the opportunity to express their opinions or practice constructing sentences based on the cards. As a result, the speaking activity became more teacher-centered, reducing students' engagement and participation in the learning process.

The thirtytwo statement, the teacher asks learners to choose one of the situations to save water. In the classroom, the teacher did not ask the students to choose one of the situations to save water. This limited the opportunity for students to express their opinions

and practice their speaking skills in English. The interaction between the teacher and the students became less dynamic, as the students were only passive listeners rather than active participants. The teacher mainly delivered instructions and explanations without encouraging students to engage in dialogue or share their ideas. As a result, the speaking activities lacked variety and interaction, reducing the chances for students to develop confidence and fluency in using English.

The thirtythird statement, the teacher asks learners to plan the procedure text they will create. In the classroom, the teacher did not ask the students to plan the procedural text they would create. This condition affected the interaction between the teacher and the students during the English speaking class. The communication became limited because students did not have a clear structure or preparation before speaking. As a result, they often hesitated, gave incomplete explanations, or struggled to express their ideas fluently. The teacher's role was mostly to correct mistakes or give brief instructions rather than guiding the students through a collaborative planning process that could have encouraged more active and confident participation.

The thirtyfour statement, the teacher asks learners to determine the expression in their presentation. In the classroom, the teacher did not ask the students to determine the expressions in their presentations. This affected the teacher-student interaction in the English-speaking class, as students relied entirely on the teacher's instructions and lacked opportunities to explore or choose their own expressions. As a result, the interaction became more one-sided, with the teacher dominating the speaking activities while students played a more passive role. This limited their chances to develop creativity, confidence, and autonomy in expressing ideas during English speaking practice.

The thirtyfifth statement, the teacher asks the learners to practice making presentations. In the classroom, the teacher asked the students to practice giving presentations, creating opportunities for them to speak English in front of the class. During the activity, the teacher interacted with the students by providing instructions, guiding them on pronunciation, and offering constructive feedback. The teacher also encouraged students to express their ideas confidently and asked follow-up questions to stimulate discussion. Meanwhile, the students responded by delivering their presentations, answering the teacher's questions, and engaging in short dialogues. This interaction helped improve students' speaking fluency, confidence, and ability to communicate effectively in English.

The thirtysixth statement, the teacher asks the learners to present in front of the class. In the classroom, the teacher asked the students to give a presentation in front of the class. During the activity, the teacher interacted with the students by giving instructions clearly, asking follow-up questions, and providing feedback on their performance. The teacher also encouraged the students to use English throughout the presentation and corrected their pronunciation or grammar when necessary. In response, the students listened attentively, answered the teacher's questions, and tried to express their ideas in English. This interaction created an active and supportive learning atmosphere that helped the students improve their speaking skills.

The thirtysixth statement, the teacher asks the learners to present in front of the class. In the classroom, The teacher requested that the students present to the class. During the activity, the teacher interacted with the students by giving them instructions, clarifying the topic, and encouraging them to speak confidently in English. The teacher also provided feedback and corrections when necessary, helping the students improve their pronunciation and vocabulary. Meanwhile, the students responded to the teacher's questions, expressed their ideas, and engaged with their peers' presentations. This interaction created an active learning atmosphere and supported the development of the students' speaking skills in English.

The thirtysevent statement, the teacher asks the learners to implement the selected water-saving measures. In the classroom, the teacher asked the students to perform the selected steps for saving water. During this activity, the teacher interacted with the students in English by giving clear instructions, asking guiding questions, and encouraging them to express their ideas about the steps they were taking. The teacher also provided corrections and feedback on students' pronunciation and sentence structure, while the students responded by describing their actions and explaining the reasons in English. This interaction created an active speaking environment where students practiced using English in a meaningful and context-based task.

The thirtyeighth statement, the teacher asks learners to identify what activities their neighbors do with water and assess whether they use it wisely or not. In the classroom, the teacher asked the students to identify what activities their neighbors did with water and to assess whether they used it wisely or not. During this activity, the teacher interacted with the students by giving clear instructions, asking follow-up questions, and encouraging them to share their opinions in English. The students responded by describing their observations,

expressing their evaluations, and engaging in short discussions with the teacher. This interaction helped them practice speaking skills, improve vocabulary related to water usage, and build confidence in expressing ideas in English.

B. The Observation for Students

After observing the teacher's interactions and strategies during the English-speaking class, the next step was to observe the students' responses and participation in the learning process.

The first statement, after listening to a conversation about action in saving the environment, students can identify detailed information from the conversation correctly. In the classroom, After listening to the conversation about actions in saving the environment, the students were able to identify detailed information from the conversation correctly. The teacher and students interacted actively in the English-speaking class, where the teacher guided the discussion, asked questions, and provided feedback, while the students responded, expressed their opinions, and asked for clarification when needed. This interaction created an engaging learning atmosphere that encouraged students to practice speaking, improved their comprehension, and enhanced their confidence in using English.

The second statement, after listening to a conversation about washing hands, students can correctly identify the main idea and purpose of the text. In the classroom, after listening to the conversation about washing hands, the students were not able to identify the main idea and the purpose of the text correctly. In the English-speaking class, the teacher interacted with the students by asking guiding questions, giving clues, and repeating key points to help them understand. The teacher encouraged students to express their opinions and ask for clarification when they did not understand. However, due to limited vocabulary and comprehension, many students gave short or incorrect answers, which made the interaction less effective and limited the development of their speaking skills.

The third statement, after doing a series of learning related to the topic of action in saving the environment, students can write and present a procedure text of saving water using simple sentences by paying attention to the correct text structure and linguistic elements. In the classroom, teacher-students interaction took place through guided questioning, modeling, and feedback, where the teacher asked questions to elicit ideas, demonstrated the correct use of language, and provided corrections when necessary. The teacher encouraged students to speak in English, facilitated pair and group discussions, and gave prompts to help them

express their ideas. However, despite these interactions, many students still struggled to produce coherent sentences and use appropriate language features, which affected the overall effectiveness of their speaking performance.

The fourth statement, after listening to a conversation on the topic of saving the earth, students can identify detailed information from the text correctly. After listening to the conversation about the topic Saving the Earth, the students were unable to identify the detailed information from the text correctly. During the English speaking class, the teacher interacted with the students by asking comprehension questions, providing prompts, and encouraging them to express their ideas related to the topic. However, the interaction was not fully effective, as many students gave incomplete or incorrect answers, and some remained silent. The teacher tried to give feedback and additional explanations, but the students still showed limited participation, indicating that they had difficulties understanding the content and expressing their responses in English.

The fifth statement, after listening and writing a conversation about saving the earth, students can present a text on the topic of saving the earth using simple sentences by paying attention to the text structure, and correct language elements according to the context. After listening to and writing the conversation about saving the earth, the students were not able to present a text on the topic of saving the earth using simple sentences while paying attention to the correct text structure and appropriate language features according to the context.

The sixth statement, after reading a poster about how to donate books and how to wash hands, students are able to identify detailed information from the poster correctly. After reading a poster about how to donate books and how to wash hands, the students were not able to identify the detailed information from the poster correctly. In the English-speaking class, the teacher interacted with the students by asking guiding questions, clarifying unfamiliar vocabulary, and encouraging them to share their understanding of the poster. The teacher provided prompts and examples to help the students express their ideas in English and corrected their pronunciation or grammar when necessary. This interaction aimed to build the students' comprehension and confidence in speaking, although some students still struggled to respond accurately.

The seventh statement, after reading a poster about how to donate books and how to wash hands, students can write a presentation text on the topic of ways to save the earth using simple sentences by paying attention to the text structure, and correct language elements

according to the context. After reading a poster about how to donate books and how to wash hands, the students were not able to write and present a text on the topic of ways to save the earth using simple sentences with correct text structure and appropriate language features according to the context. In this situation, the teacher engaged in interaction by asking guiding questions, providing examples of simple sentences, and encouraging students to express their ideas verbally before writing them down. The teacher also gave corrective feedback on students' pronunciation and grammar, while students responded by attempting to use the target language in short sentences. This interaction created opportunities for students to practice speaking English actively, even though they still faced difficulties in structuring their ideas accurately.

4.1.2 Result of Interview

a. Interview for Teacher

The next data collection was the interview. The purpose of the interview with the title "An Analysis of Teacher-Students Interaction in English Speaking Learning" is to get in-depth information about how the interaction between teacher and students occurs during the English learning process. The interview was conducted by interviewing the grade 8 English teacher named Madam Sidamai ZeBua, S.Pd. The results of the interview that the researcher has conducted are as follows:

Based on the first question "what strategies do you use to improve interaction with students in learning English speaking?". Madam Sidamai Zebua answered, in the classroom teaching experience, the teacher applied interactive techniques that, although rarely used in class, increased student engagement during the lesson. The teacher regularly used pair and group work exercises where students practiced dialogue, which helped reduce their anxiety about speaking in front of the whole class. The teacher started each lesson with a simple warm-up conversation on familiar topics such as daily routines or hobbies, even when only a few students could answer. In addition, the teacher also used the "think-pair-share" method, where students first thought individually about a topic, discussed it with their partner, and then shared their ideas with the rest of the group. The "Think-Pair-Share" method was a cooperative learning strategy that teacher used to increase students' participation in thinking and speaking, including in English learning. This method helped students think individually, discuss in pairs, and then share their discussion results with the whole class.

Based on the second question “How often do you use English in interacting with students in class?” Madam Sidamai Zebua answered, the teacher often used English in class, during English-speaking sessions or when giving instructions. The teacher believed that it was important to expose students to English as much as possible so that they could become familiar with the sounds, structure, and usage of the language. For example, the teacher greeted students in English, asked them questions like "How are you today?" or "What did you do last weekend?", and encouraged them to answer in English. However, when students did not understand what the teacher was saying, the teacher sometimes switched to Indonesia to explain more clearly. After that, the teacher used a combination of English and Indonesia, depending on the level of the students and their reactions. The teacher noted that if the students had used English frequently, it would have helped the students build confidence and made them more familiar with the language. However, not all students felt comfortable, and only some students were willing to speak English, so the teacher adjusted the use of the language based on their understanding.

Based on the third question “How do students respond when you use English in teaching?” Madam Sidamai Zebua answered, When the teacher used English in teaching, students responded in different ways, depending on their level of understanding and confidence. Some students seemed excited and tried to follow along, even if they didn't fully understand everything. They showed interest by listening carefully and asking questions in simple English. However, there were also students who looked confused or hesitant. They tended to be quiet and relied on their friends to translate or help them understand the instructions. The teacher realized that the use of English in the classroom actually helped build a real language environment, but it also challenged the students because speaking English was difficult for those who didn't understand. Many of them were not used to hearing or speaking in English regularly, so they needed time to adjust. Then, the teacher repeated the instructions using body language and sometimes mixed English with Indonesia. As time went by, some students became more confident, while others still needed encouragement and more practice.

Based on the four question “What are the main challenges you face in improving student interaction in English speaking learning?”. Madam Sidamai Zebua answered, One of the main challenges the teacher faced in improving student interaction during English language learning was the students' lack of confidence. Many students were afraid of making mistakes, especially in pronunciation or grammar, so they preferred to remain silent rather

than speak. The teacher noticed that even though students understood the questions that were given, they often hesitated to answer. The fear of being judged by their peers made it difficult for them to practice active speaking in class. Another challenge was the limited use of interactive methods and materials. The teacher often used traditional teaching techniques, such as lectures and reading aloud, which did not fully engage students, only those who could read English a little, although not perfectly. The teacher realized that without games or group discussions, students became passive and less motivated to participate.

Based on the five question “How do you deal with students who are less active or reluctant to speak in English?” Madam Sidamai Zebua answered, As a teacher, the teacher dealt with students who were less active or reluctant to speak in English. The teacher started by using simple questions. Examples of simple questions that the teacher used to begin teaching speaking in English were "What is your favorite food?" or "Do you have a pet?" These questions were easy for students to answer as they related to everyday life and did not require difficult vocabulary, encouraging them to answer without fear of making mistakes. The teacher often praised their efforts, even when their answers were not perfect, to build their confidence. The teacher also used pair and group activities so that they could practice speaking with friends before speaking in front of the class. This method helped reduce their anxiety and gradually made them more willing to participate.

Based on the six question “ To what extent does the use of certain methods or techniques te.g. role-playing, discussion or storytelling) help to improve student interaction?” Madam Sidamai Zebua answered, The use of certain methods or techniques, such as role-playing, discussion, and storytelling using English, helped improve student interaction in the classroom. Such interactive methods encouraged students to be more engaged and confident in expressing their ideas. Role-playing allowed them to simulate real-life situations, which made learning more meaningful and memorable. Discussion helped students to share their thoughts, listen to others, and build communication skills. Meanwhile, storytelling captured their attention and motivated them to participate actively by connecting the lessons with their own experiences.

Based on the seventh question “ Do you use technology or other media to help learn English speaking? If yes, how do you use it?” Madam Sidamai Zebua answered No, the teacher did not use technology and media to help students learn to speak English. In the classroom, the teacher did not often play English videos, such as short conversations,

interviews, or storytelling videos, to expose students to real pronunciation and sentence structure. After that, the teacher also did not use audio recordings for listening practice or encourage students to repeat dialogues to improve pronunciation and speaking fluency. The teacher only gave homework assignments and had students do exercises from the book and did not use technology or media.

Based on the eighth question “What role do you think the classroom environment plays in supporting student interaction in English speaking learning?” Madam Sidamai Zebua answered, In the classroom, the teacher often organized group or pair activities to increase interaction among students. For example, the teacher asked students to work in pairs to practice short dialogues or conduct simple interviews. This method gave them more opportunities to talk and listen to each other. The teacher also went around the class to monitor their progress, gently corrected mistakes, and provided feedback. As a result, the students became more active and confident in using English in real conversations.

Based on the nine question “Is there a difference in interaction between students who have good and poor English speaking skills? How do you handle it?” Madam Sidamai Zebua answered, As a teacher, the teacher addressed the situation by using group work and pairing active students with weaker students to encourage peer support. The teacher also provided more speaking opportunities through simple activities such as teacher-guided dialogs, which were specially designed for less confident students. The teacher made sure to provide positive reinforcement and gently corrected mistakes to build their confidence. Over time, this helped to reduce the gap and increased the participation of all students.

Based on the last question “What are your hopes and suggestions for improving teacher-student interaction in English speaking learning in the future?” Madam Sidamai Zebua answered, In the future, the teacher hoped that teacher-student interaction in English learning would be more active, interesting, and mutually supportive. The teacher suggested using more interactive methods such as role plays, group discussions, and speaking games to create a fun learning environment. Those methods helped students feel more confident and motivated to speak in English. The teacher also encouraged students to express their opinions and ask questions during lessons to build their communication skills.

In the classroom, the teacher had already seen some positive results when they implemented these strategies. For example, during speaking activities, some students actively participated and showed increased fluency in speaking English. The teacher also provided individualized

feedback to help them improve. By providing a supportive atmosphere, students were less afraid to make mistakes and became more comfortable using English in real-life contexts. These practices proved that interaction was a key factor in improving speaking.

4.2 Discussion

1. Analysis and Interpretation of Research Results

This section discussed the findings of the research in relation to the theories and previous research presented in Chapter II. The analysis interpreted how the teacher–students interaction in English speaking learning at the eighth grade of SMP Negeri 1 Botomuzoi reflected both the strengths and weaknesses identified in the classroom practices.

The findings revealed that the teacher had created a structured and respectful classroom atmosphere by beginning the lesson with greetings, prayers, and simple English questions such as “How are you today?” or “Are you ready for the lesson?” This practice was in line with the concept of Classroom Interactional Competence (CIC) proposed by Walsh (2021), which emphasized that teacher should use questions to stimulate participation and build students’ confidence in speaking. However, although the initial interaction encouraged the used of English, the teacher did not always communicate the learning objectives. This absence of clear goals contradicted the indicators of good teacher-students interaction stated by Hattie & Clarke (2018), which stressed the importance of clarity in instruction.

The results also showed that the teacher rarely used interactive activities such as role plays, group discussions, or games, which limited opportunities for student-to-student interaction as described by Brown (2020). Instead, the classroom interaction was often teacher-centered, resulting in students’ passive participation. This finding differed from Sari and Rahmawati’s (2022) assertion that interactive and student-centered activities could foster emotional safety and motivate students to speak. The limited used of media such as pictures, videos, or audio recordings further reduced students’ engagement and made the speaking practice less meaningful.

In terms of feedback, the teacher occasionally corrected pronunciation and provided praise when students responded in English. This practice supported Harmer’s (2021) theory that teacher should act as feedback providers to improve accuracy and confidence. However, feedback was not always immediate or detailed, which sometimes hindered the correction of recurring errors. For example, during presentation activities, the teacher focused more on

completing the task than on guiding students to use appropriate expressions, which conflicted with Richards and Bohlke's (2022) recommendation for modeling correct language use.

Another finding indicated that the teacher frequently encouraged students to answer in English and did not allow them to switch to Indonesia, even when they faced difficulties. While this aligned with Nation and Yamamoto's (2020) emphasis on meaning-focused output, it also caused some students to hesitate or remain silent due to vocabulary limitations. This situation demonstrated that without scaffolding techniques, as suggested by Sunarto and Wijaya (2024), an English-only approach might discourage participation among lower-proficiency learners.

The students' responses during observation indicated that many struggled to identify main ideas, detailed information, or appropriate language structures in speaking tasks. This weakness reflected the lack of modeling and guided practice, which Nation and Yamamoto (2020) identified as essential for fluency and accuracy. The teacher's minimal use of group work also meant fewer opportunities for peer interaction, which according to Nunan (2019) is vital for increasing speaking time and building communicative competence.

When compared to previous research, the findings partially aligned with Putri's (2021) research, which showed that open-ended questions and positive feedback improved engagement. However, unlike Putri's results, the present study found that the teacher's strategies were not consistently implemented and lacked variation. In relation to Sunarto and Wijaya's (2024) study, this research confirmed the importance of instructional, emotional, and participatory interaction, but revealed that in practice, emotional encouragement was stronger than participatory or instructional variety.

In conclusion, the analysis indicated that teacher-students interaction in English speaking learning at SMP Negeri 1 Botomuzoi played a crucial role in creating a supportive atmosphere, but its implementation required improvement. The main weaknesses were the limited variety of interactive methods, the lack of consistent feedback, and minimal opportunities for peer collaboration. Addressing these issues would not only align the teaching practices with established theories but also enhance students' confidence, fluency, and active participation in speaking English.

2. Research Results versus Theory

The results of this research showed that teacher–students interaction in English speaking learning at SMP Negeri 1 Botomuzoi played an important role in improving students’ confidence, participation, and speaking skills. However, the interaction was not yet optimal, as many activities remained teacher-centered, and students had limited opportunities to speak. This finding was in line with the theory of Walsh (2021), which stated that classroom interaction should be structured to provide wait-time, reformulative feedback, and a safe atmosphere for speaking. In practice, the teacher often encouraged students to respond in English, but the lack of varied interactive methods, such as role plays, group discussions, and games, reduced students’ engagement.

Similarly, Brown’s (2020) categorization of interaction types emphasized the importance of student-to-student and group interaction to build communicative competence. The findings revealed that these interaction types were rarely implemented, which contrasted with the theoretical recommendation. According to Yulia and Lestari (2021), teachers who gave clear instructions, timely feedback, and responded positively to students’ efforts created a productive speaking environment. In this research, the teacher did provide praise and correction, but sometimes failed to convey learning objectives or prepare adequate media, which made interaction less focused and less meaningful.

Furthermore, the theory from Sari and Rahmawati (2022) highlighted that emotional support and trust between teacher and students increased participation in speaking. The results indicated that while the teacher maintained a generally supportive tone, some students still felt anxious and hesitant to speak, showing that emotional safety had not been fully achieved. The limited use of scaffolding, as suggested by Sunarto and Wijaya (2024), also affected students’ ability to develop fluency and accuracy in English.

In conclusion, the findings were partially consistent with the theories. While there was evidence of positive teacher-students interaction through motivation, praise, and the use of English in class, the absence of varied student-centered activities, insufficient feedback in some sessions, and lack of interactive media prevented the interaction from fully meeting the theoretical standards. To align more closely with the theories, the teacher needed to apply diverse interaction strategies, ensure the use of communicative tasks, and provide consistent scaffolding and feedback during speaking lessons.

3. Research Results versus Relevant Research

The results of this research showed that teacher-students interaction in English speaking learning at the eighth grade of SMP Negeri 1 Botomuzoi played a significant role in improving students' participation, motivation, and confidence. However, the teacher-students interaction plays an important role in improving students' speaking skills, its implementation in the classroom still needs to be improved through more varied and interactive methods. These findings were similar to those of Putri (2021), who found that teacher-students interaction greatly influenced students' engagement in learning English speaking. In her study, the teacher used open-ended questions and positive feedback to build communication, while in this research, such strategies were used less frequently.

This research also supported the findings of Sunarto and Wijaya (2024), who emphasized three dimensions of interaction-instructional, emotional, and participatory-that together improved students' speaking motivation and confidence. In the research, the instructional interaction was evident when the teacher guided students through speaking tasks and gave corrections, but the emotional and participatory interactions were less developed compared to Sunarto and Wijaya's research. In their research, the teacher actively built rapport and encouraged students to take part in discussions, whereas in this study, student participation was often limited and teacher-centered.

Therefore, the results of this research confirmed that positive and dynamic teacher-students interaction is essential for successful speaking learning, in line with previous studies. However, it also revealed that without consistent use of varied and student-centered strategies, the interaction remained less effective in fully engaging students in English speaking activities.

4. Research Result Implication

The findings of this research implied that effective teacher-students interaction played a crucial role in enhancing students' speaking skills. The results indicated that when the teacher created a supportive learning atmosphere, provided constructive feedback, and encouraged active participation, students became more confident and willing to speak in English. However, the research also revealed that limited use of interactive activities, such as group discussions, role plays, or presentations, had reduced students' opportunities to practice speaking meaningfully.

For teacher, the findings suggested the need to apply more varied and student-centered strategies, including the integration of communicative tasks and the consistent use of English in class. For students, the results implied that active engagement in speaking activities, supported by continuous practice and feedback, could significantly improve their fluency and accuracy. At the school level, the findings highlighted the importance of providing adequate training and resources to support interactive teaching methods. For future researchers, the study implied that further investigation could focus on developing specific models of teacher-students interaction that effectively address students' hesitation, low confidence, and limited vocabulary in speaking English.

5. Research Result Limitation

This research had several limitations that should be considered when interpreting the findings. First, the research was conducted only in one class of the eighth grade at SMP Negeri 1 Botomuzoi, so the results could not be generalized to all students or other schools. Second, the observation period was relatively short, lasting only one month, which limited the opportunity to capture variations in teacher-students interaction over time. Third, the data relied heavily on classroom observation and interviews, which might have been influenced by the presence of the researcher and could have affected the natural behavior of the teacher and students. Fourth, some students showed limited participation during speaking activities, which reduced the amount of data on active students interaction. Finally, the study focused on verbal interaction and did not analyze non-verbal communication in depth, which might also play a significant role in speaking learning.