

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

1.1.1. The Concept of Interaction in Classroom

Interaction in classroom has a variety of sense, according to experts, among others: According to Heap (2019) A feature of many recent qualitative studies of classroom interaction is a focus of the work and activities of participants in classroom setting in producing those settings, particularly but not exclusively through the organization of classroom talk. This means when the interaction that arise in the class come from the communication constructed by students and teacher that occur naturally without their plans depending on how students and teacher make good interaction.

To practice critical thinking, students need to participate in the discourse of the discipline to think, speak, and be listened to as they participate in the discipline's particular mode of inquiry. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students. The interaction between the teacher and the students is an essential part of teaching and learning process.

Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class.

The other form of classroom interaction is between the student and students. This one allows the student to learn and understand how to work with partners. It develops and improves the skills of team work. It improves

peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others.

Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others. By asking the student to raise their hand to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction also other method like role playing, conversation, reading around, and questions and answer. Reading aloud includes a situation whereby one person read while others listen, This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom.

In conversation, the students in a class discuss a given topic. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner. The student may pose a question to the teacher meant to obtain more or new information.

The teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

The teacher has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is

impaired. The teacher acts a role model. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This maybe a positive or negative effect depending on the behaviors of the teacher.

The teacher acts as a mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

On the other side, according to Richards, et al (2020) define classroom interaction. The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning.

Furthermore, interaction in the classroom is not only influenced by how the teacher explains but creates a comfortable atmosphere so that students feel not depressed in the learning process is another factor for the creation of good interaction or communication between students and teachers,

in addition a teacher must be professional in teaching so that all the affairs outside the classroom does not affect the learning process.

In the other words, interaction in the classroom become an important thing to do, from the academic side of the interaction to be an intermediary between teacher and students by conveying what teacher have know to understand by students. Hall and Walsh (2022) points out that classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. It means that a process of interaction in classroom should involve teacher and students to make students understand and improve their knowledge. Interaction can be defined as the intermediary of the peson and the interpretation of sensory information.

Interaction also include the way people respond to information, people can consider interaction as a process in which they take sensory infoemation from the environment and use information to environment. Interaction allows people to take sensory information and make it into something meaningful.

Hall and Verplaetse (2022) claim that, it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. It means in the interaction must be cooperation between teacher and students to interaction run well, because when the interaction run well it can be what teacher give can be understand by students clearly.

Actually, all the definiton above that stated by some experts are similiar. One's interaction can be a role to improve a student knowladge and interaction mush be have a work together between students and teacher to give a information clearly. Therefore the researcher concludes that the interaction in classroom is a process from a teacher to give students

knowledge or information by doing interaction. On the other side, Hattie (2008) explains types of interaction in classroom as follows :

1. Student-Teacher Interaction

Consistent interaction with your classroom on a personal and group level helps support academic expectations among students and gives you a presence they can count on. We're not just talking about required forms of communication (e.g., timely responses to email inquiries, assignment feedback), but also leveraging educational technology so that your teaching strengths shine. Your LMS's tools often provide opportunities that enhance your finest teaching attributes in ways that stimulate classroom interaction. Ask yourself, what are my best teaching qualities Perhaps you've always been able to make your classroom laugh with a well-timed joke, or maybe you excel at communicating difficult concepts in ways that are simple and effective. Use technology that allows you to showcase these strengths as you interact with students.

2. Student-Student Interaction

While your interaction with students remains vital, encouraging peer-to-peer communication is just as essential. To prevent a boring, repetitive, and isolating learning environment, build activities and assignments that ignite classroom discussion. These discussions help alleviate students from feeling sequestered from one another and instead create a dynamic sense of community, like Discussion threads, Group projects, Peer reviews, Study groups (developed based on observed, organic interaction among students), Video chat sessions (e.g., for discussing readings or discussion prompts).

According to Tucker (2022), there are some problem of interaction in classrom. They are:

1. Insensitivity to Student Needs

A lack of awareness on the part of the instructor leads to poor teacher-student relationships. Not all students respond the same way to lessons, and some require personalized educational practices. For example, a teacher might assume that a student who never volunteers in class is apathetic or disengaged. In reality, the student might be a visual learner who doesn't respond well to lecture-style teaching. Relationship troubles between teachers and students surface when a teacher doesn't consider an individual student's educational needs. Personality, family backgrounds, thought processes, learning styles, priorities, maturity levels and academic goals influence each student's ability to learn and connect with educators. Teachers are wise to view each student as an individual who deserves one-on-one attention and specialized, focused instruction whenever possible.

2. Teacher Judgement

Judgement by a teacher leads to poor relationships with students. a psychiatrist who directs the Peaceful Schools and Communities as "using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure. When elementary, junior high, high school and even college instructors judge students, their behavior results in dysfunctional teacher-student relationships.

Students don't trust teachers who judge them, and they don't feel that those instructors have their best interests in mind. Some students lash out at teachers who judge them or withdraw completely neither of which is a healthy or productive option.

3. Troublesome Behavior

A leading cause of dissension between teachers and students is rude, disrespectful or condescending behavior. Teachers are often to blame for these types of infractions, but students are guilty as well. Teachers who interrupt students, blame them for classroom problems,

ignore students' personal needs, criticize them in front of classmates and demonstrate apathy do their students a great disservice. Instructors should always try to show appreciation, respect, kindness and patience.

Displaying flaring tempers, yelling at students and expressing frequent irritation results in stressful and unhealthy teacher-student relationships. Similarly, students who show disrespect, badmouth teachers or ignore well-meaning guidance contribute to strained relationships. The problem above explained that influenced by the existence of factors that make the interaction between teacher and students not running well is the ability of different students have different needs, then the usual judge in the teacher without consciously making students feel in the pay attention by the teacher and also troublesome behaviour that students and teacher do make interaction not running well.

2.1.2. The Definition of Interaction

There are a lot of definitions of interaction. Holmbreg (2020) defines that interaction is the process sharing of information between individuals by using speech. Bunglowala (2015) defines that communication had been divided into verbal communication and non verbal communication. Verbal communication involves the use of the language whereas the nonverbal communication is essentially based on the use of expressions, gestures, action etc. In addition, Chaudhry (2012) state that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of verbal communication.

There are a lot of interaction both the forms of the communication are extremely important for complete transfer/understanding of the content yet

when it comes to the teaching learning process, verbal communication plays a much more vital role in transfer of knowledge. Such as the above statement that verbal interaction can affect the mind and heart of students because on verbal interaction occurs direct communication between students and teachers it makes students feel in a state that really can understand what is conveyed by teachers.

According to Azam and Kingdon (2021) the effective communication plays a major role in motivating the students, knowing their aspiration and the problems that they may have. Though, both the verbal and nonverbal communication play a role, yet an effective verbal communication helps in building a strong teacher student relationship which act as platform for the strong cognitive development. Easy and effective verbal communication helps the teacher to get an insight into the students' thought, ideas and opinion whereas the students get the knowledge of the teacher's expectation, knowledge and skills.

On the other side, Li (2021) states that classroom teaching, in essence, is an activity of communication between the teacher and students by means of information transmission. In the other words, the teacher and students convey message by both verbal and non verbal cues in classroom teaching. As a result, teacher should be aware of non verbal behaviors in the classroom, in teaching context, verbal communication can be defined as relationship can be achieved through speaking and conversation. Then teacher should use the words carefully to be successful in teaching, each word as a feeling in people, specific emotions and distinct function. If the words are applied in proper place, it will affect the soul and body of audience immediately.

Furthermore, according to Hanes (2015) claim interaction refers to the use of sounds and language to relay a message. It serve as a vehicle for expressing desires, ideas and concepts and is vital to the teaching, in combination with non verbal forms of interaction. Verbal interaction acts as the primary tool for expression between two or more people. Interpersonal interaction and public speaking are the two basic types of verbal interaction.

Where as public speaking involves one or more people delivering a message to a group, interpersonal interaction generally refers to a two way exchange that involves both talking and listening.

According to Robert (2015) signs and symbols are the major signals that make up verbal interaction. Words act as symbols, and signs are secondary products of the underlying message and include things like tone of voice, blushing and facial expressions. It means the way to deliver a verbal interaction has many ways like what experts say and it's back to the teacher how expressing themselves to make students understand.

In addition, according to Glew (2019) interaction is the expression of information through language which is composed of words and grammar. When a message or information is changed or communicated through words is called verbal interaction, verbal interaction has two types: written and oral communication. It takes place through face-to-face conversation, group discussion, counseling, interview, radio, etc. So, verbal interaction is the process of exchanging information.

In classroom interaction there are two types of interaction the first is student and teacher interaction, second is student and student interaction. And then in a verbal interaction in classroom.

2.1.3. The types of Interaction

According to Boulanger (2015), there are types of interaction between students and teachers in classroom. They are intrapersonal interaction, interpersonal interaction, small group interaction, public interaction.

a. Intrapersonal Interaction

This form of interaction is extremely private and restricted to ourselves. It includes the silent conversations we have with ourselves, where we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of interaction when

analyzed can either be conveyed verbally to someone or stay confined as thoughts. Intrapersonal communication takes place within a single person, often for the purpose of clarifying ideas or analyzing a situation.

Other times, intrapersonal communication is undertaken in order to reflect upon or appreciate something. Three aspects of intrapersonal communication are self-concept, perception and expectation.

1.) Self- concept is the basis for intrapersonal communication, because it determines how a persona sees him/herself and is oriented toward others. Self-concept (also called selfawareness) involves three factors: beliefs, values and attitudes. Beliefs are basic personal orientation toward what is true or false, good or bad; beliefs can be descriptive or prescriptive.

Values are deep-seated orientations and ideals, generally based on and consistent with beliefs, about right and wrong ideas and actions. Attitudes are learned predisposition toward or against a topic, ideals that stem from and generally are consistent with values. Attitudes often are global, typically emotional. Beliefs, values and attitudes all influence behavior, which can be either spoken opinion or physical action. Some psychologists include body image as an aspect of intrapersonal communication, in that body image is a way of perceiving ourselves, positively or negatively, according to the social standards of our culture.

Other things that can affect self-concept are personal attributes, talents, social role, even birth order. Whereas selfconcept focuses internally, perception looks outward. Perception of the outside world also is rooted in beliefs, values and attitudes. It is so closely intertwined with selfconcept that one feeds off the other, creating a harmonious understanding of both oneself and one's world.

Meanwhile, expectations are future-oriented messages dealing with longterm roles, sometimes called life scripts. These sometimes are projections of learned relationships within the family or society.

2.) Perception

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions.

According to Joseph Reitz (2018), Perception includes all those processes by which an individual receives information about his environment-seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables-the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving.

In simple words we can say that perception is the act of seeing what is there to be seen. But what is seen is influenced by the perceiver, the object and its environment.

3.) Expectation is an expectation or belief that is expected to be a reality in the future in accordance with the desire where to achieve it must be with real action.

b. Interpersonal Interaction

This form of interaction takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner. Let's consider the quantitative aspects of our interpersonal interactions.

The fact that interpersonal communication takes two people means that it is indivisible without the second person, interpersonal communication is impossible.

Thus, the parties to interpersonal communication are a duo: a couple, a pair, or perhaps adversaries. From an interpersonal perspective, even groups of three or more individuals are viewed as composites of

dyads, effectively serving as the foundations for separate pairings and potential coalitions. a relationship does not exist, and without a relationship, there is no interpersonal communication.

This means that if one person withdraws from the relationship, then that relationship terminates at least for the time being or until the connection between them is reestablished. The qualitative aspect of interpersonal communication is another story. We measure the quality of an interpersonal relationship along a continuum, with intimate communication at one end and impersonal communication at the opposite end.

The more personally we interact with another person, the more interpersonal our relationship becomes. When we engage in interpersonal communication, our goal is to treat one another as genuine persons, not as objects, and to respond to each other as unique individuals with who we create a distinct relational culture, not as people merely playing roles. The more personal a relationship becomes, the more interdependent the two people become, sharing thoughts and feelings with each other. Our lives become interconnected, especially when contrasted with how we relate to persons with whom we are uninvolved and to whom we don't reveal much about ourselves. We develop personal relationships because of the intrinsic rewards we derive from them; we find them emotionally, intellectually, and perhaps even spiritually fulfilling.

In contrast, we have impersonal relationships usually because of the extrinsic rewards they offer, such as maintaining professional working relationships with others to help us reach our goals.

c. Small Group Interaction

This type of interaction can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group

communication. Unless a specific issue is being discussed, small group discussions can become chaotic and difficult to interpret by everybody.

This lag in understanding information completely can result in miscommunication. Small group based teaching and assessment allow learners to cooperate among each other and maximize their own and each others' learning (Garfield, 1993). It also facilitates the construction of knowledge. Some, if not all, education theorists consider the constructivist approach, with its emphasis on what learners do rather than their perspective, an effective mechanism to encourage active and deep learning and achieve better learning outcomes.

Practically, this implies that educators should strive to create occasions for students to work in small groups. There are, however, a number of difficulties in small group learning in general and group based assessments in particular.

Biggs (2017) stated that some of these include: difficulty to coordinate activities and times, lack of continuous engagement once individual roles/tasks are defined and allocated, limited resource sharing, lack of integration of individual contributions and late starting of project. Teachers face a host of problems too.

According to Brown et al, (2018), teachers face a host of problems include are:

- (1) identifying and dealing with free-riders
- (2) fairly evaluating individual contribution and learning
- (3) monitoring group progress and providing actionable feedback and (4) using group assessments as part of their teaching strategy.

One of the questions worth exploring therefore is to what extent the use of technology can help to tackle some of these challenges.

d. Public Interaction

This type of interaction takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of interaction.

In such cases, there is usually a single sender of information and several receivers who are being addressed. And also there types of Verbal interaction between student and student they are Group Project Interaction, Group case study Interaction, Peer Instruction, Discussion and Debate.

a. Group projects

Group project can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group project can frustrate students and instructors and feel like a waste of time. Use these suggestions to help implement group project successfully in classroom.

Group projects are ideal not only to teach function knowledge but also to develop students' cooperative skills, which are critical to success in a workplace. However, students usually face a number of problems when they work in a group project. The use of information technology might assist to mitigate some of these challenges students face in group assessments.

In particular, collaborative tools create occasions that enable learners to synchronously and interact with the course content, the instructor, and their peers (Hardaway, 2017). A number of studies have reported on students' experience with e-learning systems and the impact of these systems on teaching and learning. There is however less research that addresses the use of these systems to achieve specific learning outcomes such as better group interaction and performance.

b. Group case studies

Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple what would you do in this situation? question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables describe how case studies examine complex phenomena in the natural setting to increase understanding of them, using case studies in research means that can be addressed.

Furthermore, when describing the steps undertaken while using a case study approach, this method of research allows the researcher to take a complex and broad topic, or phenomenon, and narrow it down into a manageable research question. Often there are several similar cases to consider such as educational or social service programmers that are delivered from a number of locations. Although similar, they are complex and have unique features. In these circumstances, the evaluation of several, similar cases will provide a better answer to a research question than if only one case is examined, hence the multiple case study.

c. Peer instruction

Peer instruction is a form of collaborative learning where students engage with core course concepts and then explain those concepts to another. Crouch and Mazur (2018) note that "unlike the common practice of asking informal questions during a lecture, which

typically engages only a few highly motivated students, the more structured questioning process of peer instruction involves every student in the class" Peer instruction is quite important to discuss and answer posed concept test questions.

The learning of students instructed with peer instruction during in-class discussion depends on both the quality of concept test questions and the robust background knowledge of the students (Mazur & Watkins, 2020). The concept test questions should be especially designed and chosen based on selecting and defining target behaviors.

Concept test questions should be also designed for higher-level thinking and plausible distracters to evaluate students' thinking processes. expressed that the right level of difficulty is the main target for a high quality question. In cases of peer instruction, groups of two to four students briefly discuss a question or assignment given by the teacher, during a lecture (peer discussion). In order to successfully implement peer instruction, more is needed than simply 'talking about this with your neighbor. It is important to pay attention to the question you are asking, the instruction you are giving of the peer instruction moment.

d. Discussions or debates

Discussion or debate is something that often happens in the classroom or is used by the teacher in the learning process because it can bring students into direct interaction by expressing their opinions.

Discussion not debate, is a pathway to intellectual growth. That's because when we're alone or talk only to those we agree with it's hard to see where we're right or wrong.

In fact its very easy to delude ourselves into thinking we're right all the time. So discussion doesn't mean talking in an echo chamber. Rather, it's essential to try to see ourselves as objectively as we can. Talking openly to those we disagree with is a good way to do

that. But of course it's hard. Debate is easier because you never level criticism at your own argument.

In a good discussion you have to, at least tacitly. Also, in an ideal discussion you tackle your strongest challenger's best arguments; again the opposite of debate. You enter wanting to understand the other side, coming not with prepared criticisms and zingers but with honest questions. Because our default mode tends to be defensive, a good discussion means having to put some energy into the attitude that We may both be wrong. You don't exactly ignore your challenger's weaknesses. You point them out as part of the learning process, but you also have to accept that her points may not be as weak, nor yours as strong, as you thought.

A good discussion reveals the weaknesses of your argument, to yourself and to the other discussant. To correct an error you first have to be made aware of it and second to admit it. But to make yourself vulnerable by such an admission requires trusting that your challenger won't hammer you over the head with it. As discourse turns to debate, that kind of trust vanishes. talking about debate and discussion in their pure forms.

Discussion and debate can get jumbled together and realworld discourse usually falls somewhere in the middle. Also, if a debate takes place in the context of a larger discussion, one in which the debaters afterwards openly discuss the strengths and weaknesses of their positions as revealed in the debate, then it could serve a heuristic purpose. I sometimes do this in the classroom. Nevertheless, it's important to keep the distinction between discussion and debate clear.

From the above explanation of the type of verbal interaction can be conclude that of all the types that have the same focus is how communication occurs for yourself or others, when others understand what

we say and respond it means interaction occurs . And also from the above type an expert suggests that verbal interaction has benefits.

According to Buzaniye (2015) said there are benefits of verbal interaction, which are :

1. Gives clear expression, when there is verbal interaction, people are able to express themselves quite clearly. They can be able to emphasize on certain ideas, views and insights as they cite examples thus facilitating for a clear understanding among the communicators.
2. Provides good understanding with verbal interaction you can be able to understand people better. When you speak to someone and they respond to you as well as you continue to engage in a conversation, you will get to understand this person more because you are able to explore his emotions as well as body language through his words. With communication, there is no guess work. You can understand exactly what the other person is saying to you.
3. Gives satisfaction, whenever you engage in a verbal interaction, you are able to express what is on your mind. And however much you may never get all your requests met at any particular time, it is satisfactory to know that you are able to express yourself and get your thoughts and wants recognized and understood.
4. Increases popularity, effective interaction is done by both verbal and nonverbal communication. However, the former is the most successful when it comes to discussing, explaining and citing examples. People who have good verbal communication can easily make friends because they are able to express themselves clearly thereby understanding others as well.

In addition, the functional analysis of students' verbal interaction focus on the purposes for which verbal language is used in a given context. It investigates and highlights the communicative strategies applied by individual students whilst taking part in interaction Analysis of this nature

often concentrates on the illocutionary force of an utterance that is on its functional meaning.

The functions for which students use their oral language are closely linked to the topic of discussion as well as to the individuals' expectations and evolving interpretations of the situation shaped by the sociocultural context of the activity. The functions of language used in the course of interaction serve both intra- and interpersonal purposes. On the one hand, the purposes and intentions carried by means of verbal language serve an ideational, i.e. cognitive function.

On the other hand, they serve an interpersonal function relating to the personal and social relationships between the interaction. Verbal Interaction can be explained as exchanging ideas and thoughts by using words whether spoken or written.

As humans, communicating with each other is very essential because through this we are able to interaction, learn and understand each other. With verbal interaction, we are also able to build relationships and trust and many other things.

2.1.4. The Characteristic of Interaction's Quality

According to Buzaniye (2015) said quality interaction is characterized by several key elements that ensure effective communication, mutual understanding, and positive outcomes. These characteristics include:

1. Active Listening.
Engaging fully with the speaker, showing interest, and responding appropriately.
2. Clarity and Conciseness.
Communicating ideas in a clear, precise, and understandable manner.
3. Respect and Empathy.
Valuing different perspectives and demonstrating emotional understanding.
4. Open-mindedness.

Being receptive to new ideas, feedback, and constructive criticism.

5. Responsiveness.

Reacting promptly and appropriately to messages or concerns.

6. Consistency and Reliability

Ensuring that communication is dependable and trustworthy.

7. Engagement and Participation

Actively contributing to discussions, sharing insights, and collaborating effectively.

8. Positive and Supportive Tone.

Maintaining a constructive and encouraging attitude.

9. Adaptability

Adjusting communication style to fit different situations and audiences.

10. Nonverbal Communication

Using appropriate gestures, facial expressions, and body language to reinforce messages.

In educational interactions, teacher must make maximum effort so that students can be active, creative, and innovative in learning. To do this, of course, the teacher may experience barriers, whether they are in the planning, implementation, students, or the teacher himself.

Therefore, it would be better if, in carrying out these stages, the teacher could understand the characteristics of educational interaction. Quoting Edi Suardi in Sardiman (2021), who details the characteristics of effective interaction as follows (Sardiman A.M, 2021):

- a. Effective interaction has a purpose. The purpose in question is to assist in the development of students to achieve certain goals. This is what is meant by effective interaction that is aware of the goal by placing the student as the center of attention and placing other elements as an introduction or support.
- b. Having a procedure that has been planned in order to achieve goals. To achieve goals optimally, a relevant and systematic procedure or steps are

needed. Even to achieve other goals, it is possible that the steps or procedures needed will be different according to the goal itself.

- c. Effective interaction is also characterized by a specific material work. In this case, the existing material must be designed in such a way as to be suitable and in accordance with the learning objectives to be achieved. Teacher, in compiling materials, need to pay attention to existing components, including the characteristics of their students. This material must be designed before the learning process takes place.
- d. Characterized by student activity. As a consequence, that must be faced by the teacher because students are the center of learning. So, the teacher provides activities for students, which are an absolute requirement for the learning process to take place. The activities carried out may be physically or mentally active because here, it is the students who need learning, so they are the ones who must do it, and the teacher can assist them.
- e. The teacher acts as a guide in learning. In his role as a guide, the teacher must try to revive and provide motivation so that learning can run effectively and conductively. The teacher must also be a mediator for students in all situations that they will face because the teacher is also a figure that students will imitate.
- f. Discipline is needed in learning. The discipline referred to here is a pattern of behavior that has been regulated by provisions that must be obeyed consciously by both teachers and students. This can later be seen from the implementation of the procedures to be carried out.
- g. There is a time limit. To achieve a learning goal in a group or class system, there are time limits that cannot be abandoned. From each goal, a certain time is given, and when the goal must have been achieved.
- h. It ends with an evaluation. The last part of all the above characteristics is evaluation. This evaluation is an important part that cannot be left out because, from this evaluation, the teacher can find out whether the objectives of the learning carried out have been achieved or not.

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

2.1.5. Measurement of Interaction's quality

According to Mazur & Watkins, (2020) that measuring the quality of interaction between teachers and students requires assessing various aspects of communication, engagement, and learning outcomes. Here are some key methods and indicators for measurement:

1. Classroom Observation

a. Teacher-Student Interaction Patterns

Frequency and quality of teacher questions, feedback, and encouragement.

b. Student Participation.

Level of student engagement in discussions, asking questions, and responding.

c. Emotional Climate.

The overall atmosphere (supportive, respectful, enthusiastic) in the classroom.

2. Student Feedback and Surveys

a. Perceived Support

Do students feel encouraged and valued?

b. Clarity of Instruction.

Do students understand the teacher's explanations?

c. Openness to Questions.

Do students feel comfortable asking questions?

3. Teacher Self-Assessment

a. Reflection on Teaching Methods

Evaluating effectiveness in engaging students.

b. Adaptability

Ability to modify teaching approaches based on student needs.

4. Academic Performance and Engagement

a. Student Learning Outcomes

Examining student progress and performance in assessments.

b. Class Participation Rates

Measuring how actively students contribute to discussions.

5. Peer and Supervisor Evaluations

a. Observation by Peers or Supervisors

Colleagues or administrators assessing interaction quality.

b. Feedback on Communication Skills

Evaluating teacher's clarity, patience, and responsiveness.

6. Use of Technology (if applicable)

a. Digital Engagement

Interaction in online learning platforms, discussion forums, or educational apps.

2.1.6. Teacher-Student Interaction Pattern Analysis

Basically, the analysis of classroom interaction pattern is a process carried out to collect and analyze data related to the interaction pattern that occur in the classroom. The interaction patterns analyzed can be in the form of communication pattern that occur between teacher and students or between students and other students. In doing so, there are several theories that discuss classroom interaction analysis, such as one theory, the Flanders Interaction Analysis Category System (FIACS) by Ned. A. Flanders in 2021. Flanders himself said that the interactions that occur in the classroom usually include four points, which contain a collection of several categories, procedures for

making observations and basic rules that govern the coding process, steps to retrieve data that describe real events, and some suggestions that can be applied in several situations (Flanders, 2021).

Therefore, this system is one that is chosen by researcher to conduct research on interactions between teacher and student because it is considered to be able to analyze the entire interaction that occurs and can describe the teacher's role as a guide in classroom learning.

1. FIACS Analysis Method

The Flanders Interaction Analysis Category System (FIACS) technique by Ned. A. Flanders (2021) was originally developed to categorize several types and quantities of verbal interactions that occur in the classroom so that the results can provide a picture of who is talking in the classroom, and how much and what kind of talk is happening in the classroom. This analysis system is a system that is widely used by researcher to analyze and improve interaction pattern between teacher and students (Sumampow, 2020). Abdusyukur (2022) in Puspitaningrum said that the popularity of this system is because it is one of the systems that are easy to use and as an accurate measurement tool, and is also flexible so that it is easy to adapt and modify.

This interaction analysis is also considered as a process for coding spontaneous verbal communication or verbal interactions that occur in the classroom. Flanders believes that this system will later analyze interactions in the classroom by conducting a coding system on spontaneous verbal communication, which then compiles the data for easy use, displays it, and analyzes the results so that it can easily study how the interaction pattern occur during the learning process (Flanders, 2021). This analysis process can be done by observing the classroom either directly or through video recording. The researcher will then write down the categories included in this system and adjust them to the events that occur in the classroom. This Flanders analysis also has a purpose, which is to facilitate researcher in

analyzing classroom action interactions during the learning process by classifying them into three parts: teacher talk, student talk, and silence.

2. FIACS Categories

Basically, Flanders divides this system into ten categories. Where the ten categories describe Flanders' conceptualization relating to the interactions that occur between teacher and students in the classroom; later, each of these categories will have a number, but there is no implied meaning contained in it. In his book *Analyzing Teacher Behavior*, Flanders explains the ten categories in detail, where the ten categories can be further classified into three parts, as in the following (Flanders, 2021):

a. Teacher Talk is divided into two:

- 1) Indirect talk
- a) Accepting feeling

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

- b) Praising or encouraging

This category is almost similar to the first category; the difference between the two categories is the ultimate goal of each category. In the first category, Flanders mentions that there is an element of objective diagnosis where teacher can identify the feelings of their students, while in the second category, there is none. In this second category, teacher is only emphasized on teacher approval, which shows that students are already on the right learning. This can be seen when the student gives an answer or question that has been asked by the teacher; the teacher can give a positive compliment such as "good," "right," "very good," and so on. Teacher can also make

jokes so that learning is not so tense and boring. Basically, praise given by the teacher can show the teacher's feelings of approval or admiration for a student and can increase student participation in learning.

c) Accepting or using students' ideas

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

d) Asking questions

This category is probably the most common or often used by teacher in the classroom to create an interactive classroom. The teacher can ask a question based on the teacher's idea, with the aim that the students can answer the question given. It is also used by teacher to measure their students' level of understanding. However, not all questions given by the teacher fall into this category; for example, questions that are commands, criticism, or praise are not included in the types of questions referred to in this category. In this category, the types of questions referred to only include questions that require responses or answers from students to the learning being carried out.

2) Direct talk

a) Lecturing

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

b) Giving directions

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

c) Criticizing or justifying authority

What is meant in this category is that the teacher is able to change the previously unacceptable behavior of his students into acceptable behavior. The "what" and "why" questions asked by the teacher are also included in this section. The purpose of this category is to show the teacher's criticism of the students' deviant behavior. This is usually perceived as a negative activity because teacher usually use high intonation, but it is done to show that the situation is serious and that the behavior of the student is appropriate or not to be tolerated. Therefore, teacher must also be careful and wise in controlling the behavior of students in their classes.

b. Student Talk

1) Student talk-response

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

2) Student talk-initiation

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

c. Silence or Confusion

The last category is silence, stillness, or confusion. What is meant in this category is that there is a pause, silence, or confusion where the communication cannot be understood by the researcher as in the reciprocal verbal conversation between the teacher and the student in a short time. Researchers also need to record how long the silence

is, and if verbal communication can no longer be expected, researcher can stop the coding process.

2.1.7. Factors Affecting Teacher and Student Interaction

According to Edi Suardi in Sardiman (2021:71), Teacher-student interaction is a crucial aspect of the learning process, influencing students' academic achievement, motivation, and overall classroom experience. Several factors contribute to the quality and effectiveness of this interaction. These factors can be categorized into teacher-related factors, student-related factors, environmental factors, and institutional factors.

1. Teacher Related Factors

Teachers play a pivotal role in shaping the interaction with their students. Their personality, teaching style, and communication skills significantly influence how they engage with students.

a. Teaching Style and Pedagogical Approach

A teacher's instructional methods determine how students perceive and respond to them. A student-centered approach, where teachers encourage discussions, questions, and collaboration, fosters positive interaction. In contrast, a rigid, lecture-based approach may hinder engagement.

b. Communication Skills

Clear and effective communication helps build a strong teacher-student relationship. Teachers who use simple, engaging language, provide constructive feedback, and actively listen to students tend to create a more interactive and supportive classroom environment.

c. Emotional Intelligence and Empathy

Teachers with high emotional intelligence can better understand students' emotions, struggles, and learning needs. Empathy allows teachers to create a safe and inclusive environment, encouraging students to participate freely.

d. Attitude and Personality

A teacher's attitude towards students greatly affects interaction. Friendly, patient, and approachable teachers are more likely to encourage students to ask questions and express their thoughts. On the other hand, authoritarian or indifferent teachers may create a barrier to communication.

e. Subject Mastery and Confidence

Teachers who have deep knowledge of their subject and confidence in their teaching methods can engage students more effectively. When teachers struggle with their subject matter, students may lose interest and hesitate to interact.

2. Student-Related Factors

Students also contribute to the nature of teacher-student interactions. Their background, personality, motivation, and learning preferences play significant roles.

a. Motivation and Engagement

Highly motivated students tend to interact more with their teachers, ask questions, and participate in discussions. Conversely, disinterested students may remain passive, affecting the overall classroom dynamic.

b. Personality and Confidence

Outgoing and confident students are more likely to initiate interaction, while shy or introverted students may hesitate to ask questions or participate in discussions. Teachers need to adopt strategies to encourage participation from all students.

c. Prior Knowledge and Learning Style

Students with a strong foundation in a subject are more likely to engage in discussions, while those who struggle may avoid interaction. Understanding individual learning styles (visual, auditory, kinesthetic) can help teachers adapt their methods to engage students effectively.

d. **Cultural and Socioeconomic Background**

Cultural differences can affect how students interact with teachers. In some cultures, students are encouraged to question and debate, while in others, they are expected to remain passive. Similarly, students from different socioeconomic backgrounds may have varying levels of confidence and exposure to interactive learning environments.

3. **Environmental Factors**

The classroom environment plays a significant role in shaping teacher-student interactions.

a. **Classroom Size and Seating Arrangement**

Smaller class sizes allow for more personalized interactions, while larger classes may limit direct communication between teachers and students. Seating arrangements also impact interaction—circular or group seating promotes discussion, while traditional row seating may discourage engagement.

b. **Classroom Atmosphere and Discipline**

A positive and supportive classroom environment encourages open communication. If students fear being ridiculed or reprimanded, they may hesitate to interact. Teachers should foster a culture of respect, inclusivity, and encouragement.

c. **Use of Technology and Teaching Aids**

Interactive tools such as smartboards, multimedia presentations, and online discussion forums enhance teacher-student interaction. Technology allows for more dynamic engagement, catering to different learning styles.

4. **Institutional and Policy Factors**

The policies and culture of an educational institution can also influence teacher-student interaction.

a. School Policies and Curriculum Design

Institutions that encourage participatory learning and provide flexibility in teaching methods create an environment conducive to interaction. Strict, examination-focused policies may limit opportunities for meaningful teacher-student engagement.

b. Teacher Workload and Time Constraints

Teachers with excessive administrative duties or large class loads may struggle to give individual attention to students. Schools that prioritize teacher-student interaction through manageable workloads and mentoring programs foster better relationships.

c. Professional Development and Training

Institutions that invest in teacher training programs help educators develop better communication, conflict resolution, and student engagement skills.

Teacher-student interaction is shaped by multiple factors, including the teacher's communication skills, teaching style, and emotional intelligence, as well as the student's motivation, personality, and background. Environmental aspects such as classroom settings and the use of technology also play a crucial role.

2.1.8. Barriers for Teacher-Student Interaction

As explained earlier, interaction between teacher and students is an important factor in learning English. Positive and effective interaction can help students learn English better and can make learning English a fun experience. However, there are some barriers that must be faced in this learning process, according to Dimyati and Mudjiono (2022) in Roinah, who stated that learning barriers come from two factors, namely internal and external factors. Internal factors consist of attitudes towards learning, learning motivation, learning concentration, ability to process learning materials, ability to store learning outcomes, explore stored learning outcomes, achievement ability, student self-

confidence, intelligence and learning success, learning habits, and student goals. Meanwhile, external factors consist of teacher as coaches for students in learning, learning facilities and infrastructure, assessment policies, the social environment of students at school, and the school curriculum.

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

According to Tambunsaribu and Galingging (2021), there are four other factors that can cause students to feel difficulties in learning languages are:

a. Physical condition factors.

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

b. Environmental factors.

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

c. Motivation and affection factors.

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

d. Psychological condition factors.

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

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

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

So, from several opinions of experts related to several factors that can cause learning difficulties in students above, it can be concluded that the main factors that can cause learning difficulties in students are through internal and external factors. Where these internal factors can occur from the students themselves, such as motivation, concentration, language skills and others. Meanwhile, external factors mean that it comes from outside the student, such as the environment, family, society, and friendships.

From these two factors, students can experience difficulties in learning, for example, in terms of understanding lessons, receiving and how to apply the lessons obtained. As a result of these learning difficulties, students can have

poor learning achievements and cannot even pass according to the achievement standards that have been set.

2.2. Conceptual Framework

The conceptual framework in this study aims to be a guideline in conducting research and as a reference in understanding the flow of thought so that the analysis carried out is more systematic. In this study, the researcher chose SMK Negeri 1 Gido as the research location.

The focus of this study covers two main aspects, namely: interaction between teacher and students in the learning. Therefore, this study uses a descriptive qualitative approach to gain an in-depth understanding of the quality interaction between teacher and students. In data collection, researchers used several instruments, namely Interview Guidelines, which were used to obtain information from English teachers and students regarding to the teaching process, and observation, to see directly how the quality of teacher and students' interaction.

After the data is collected, the researcher will report the research results according to the real conditions in the field based on the data obtained without making changes or adjustments to the results. Data analysis in this study refers to the theory of Miles & Huberman which includes data collection, data reduction, data presentation, and drawing conclusions. Thus, through this study, it is expected to know the interaction between teacher and students in the English speaking skill in teaching process.

Furthermore, the conceptual framework of "Analysis of interaction teacher and students in the English speaking skill at SMK Negeri 1 Gido" is depicted in the following scheme:

