

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The purpose of this study is to figure out the pattern of classroom interaction in EFL class and to describe the reason behind that pattern. This chapter discusses the results that have been collected and analyzed from the observation and interview. It is divided into two sections, namely: research findings and discussion.

4.1 Research Finding

The presentation of data begins with a description of the classroom. The interview section had been done by asking six participants, which is one teacher and five students. To analyze the data, researchers recorded the interview and then transcribed the raw data. Each interviewee was asked several questions. The following are the detailed findings for the research questions, which were derived through observations, interviews, and documentation.

4.1.1. Classroom Setting

In SMPN 15 Medan, there was no special room for the English course. The teaching and learning activities were done in a regular classroom. There are supposed to be 30 students in the classroom, but due to the COVID-19 situation, there are some regulations for the school to conduct the teaching and learning activities divided into two groups of students to prevent the spread of the virus, so the classroom was attended by half of the predetermined number of students, which is 15 students.

The observations were conducted in classes VIII-1 and VIII-4. Observation of Class VIII-1 was conducted on 19th April 2022 and on 26th April 2022 for Class VIII-4. Due to the COVID-19 situation, the time of each lesson was also reduced to 20 minutes per lesson hour. There are two lesson hours in each meeting, and there are two meetings in a week, so in total, VIII-1 has 40 minutes of each meeting and 80 minutes of English lessons in a week. Class VIII-1 had English lessons on

Monday and Tuesday. On Monday, the classes started at 8.50–9.30 and on Tuesday they started at 7.30–8.10. Class VIII-4 has English lessons on Tuesday and Wednesday. On Tuesday, the classes started at 8.50–9.30 and on Wednesday they started at 7.30–8.10. The classes were taught by Mrs. Suhartini for every meeting.

4.1.2. The Result of the Interview

The procedure of this research is observation and interview. The participants of the observation are one teacher and all of the students from VIII-1 and VIII-4 that are attending the class meetings, and the participants for the interview for this research are one teacher and five students. The teacher is Mrs. Suhartini, who is the teacher for classes VIII-1 and VIII-4, and the students were Aidil, Mutia, Zakia, Nazwa, and Syakila.

The duration of the interviews with the students was about 5–10 minutes, and the interview with Mrs. Suhartini took about 20 minutes. The interviews with the students were done individually in the classroom during their recess time. The interviewer asked for their cooperation individually and the interview was done in Indonesian to make the interviewee feel at ease and be able to answer the questions clearly.

The interview with Mrs. Suhartini were done on the bench at the front of the class, the interview with Mrs. Suhartini were done after the classes over. The researcher made an appointment before the researcher interviewed her. The interview with Mrs. Suhartini were also done in Indonesian, but added by some general English in some expression. Mrs. Suhartini gave a clear and detailed explanation for each question. Her cooperation brought a lot of information regarding the purpose of this research.

Table 4.1**Summary of teacher Interview****A. Teacher's understanding about English classroom interaction**

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| Teacher's understanding | <ol style="list-style-type: none"> 1. Interaction is an important aspect in the teaching and learning activities, especially in language classes, since it is also important to make students use the language they have learnt in real life situations. 2. In the classroom interaction, the teacher also noticed that the interaction happening in the classroom is not only between the teacher and students but also happens among students, and the teacher found it normal for the students to have interaction with other students as long as it is not interrupting the teaching and learning activity. |
| Students' interaction activity | <ol style="list-style-type: none"> 1. Students normally always answer a simple interaction such as a teacher's greeting, but when it is related to the lesson material, students sometimes find it hard to answer. 2. There are students who feel nervous when asked by the teacher and also students who answer the questions from the teacher easily. 3. Some students also have an initiation to start the interaction with the |

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| | <p>teacher sometimes, by greeting and also asking a question related to the lesson material.</p> |
| <p>Teacher's goals in doing interaction</p> | <ol style="list-style-type: none"> 1. The teachers do interaction to give information, greet, check the students' understanding, ask questions, bring students' attention, check attendance, and mostly to explain the material. 2. The teacher believes that creating interaction in the classroom is what makes the teaching and learning more effective. 3. The teacher expects the students to give feedback. 4. The feedback from the students has reached the teacher's goals in interaction. |

B. Teacher-student interaction

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| <p>Teacher-student interaction</p> | <ol style="list-style-type: none"> 1. The teacher found that some students are not paying attention to the lectures, and it proven by the way they cannot answer the teacher question. 2. The teacher's way of grabbing the students who are passively doing the interaction in the classroom is by calling their name. The teacher believed that if she called the students' |
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| | <p>names, they would be more focused on the lesson later.</p> <ol style="list-style-type: none"> 3. Some students feel nervous about expressing their opinions, but some other students will ask the teacher about the part that they don't understand. 4. The teacher sometimes asked the students to answer the question by writing it on the blackboard. 5. The teacher will repeat the question if the students seem to have not concentrated yet. |
| <p>Teacher-students interaction</p> | <ol style="list-style-type: none"> 1. The interaction always happens between the teacher and students. It could be from introducing and checking attendance. 2. The teacher believed that the interaction with the students could train their English skills. 3. The teacher felt that the interaction with the students was going well, but for some other students it was not going really well due to the students' internal issues. 4. On some occasions, the teacher will lead a group discussion, so the students will do their task by interacting and discussing with other students. |

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| | <ol style="list-style-type: none"> 5. The teacher stated that students will probably forget about their lesson schedule and the lesson book, and students also might forget about their schedule to attend the class due to the attendance distribution, so the teacher will remind them about the schedule. 6. The teacher will inform the students if they have an examination on another day, so all students will attend the class. 7. Students usually give appropriate feedback to the teacher upon greeting. 8. The teacher keeps on checking the students' understanding of the material, and if some students seem ambiguous about the answer, the teacher will ask other students. |
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C. Student- student interaction

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| <p>The teacher's perspective on student interaction</p> | <ol style="list-style-type: none"> 1. According to the teacher, it is normal for students to have an interaction with other students because it is one basic rule to socialize. 2. The teacher will also divide students into small groups for discussion, which could help students interact among peers. |
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D. Teacher's role

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| Teacher's role in a classroom | <ol style="list-style-type: none"><li data-bbox="858 304 1359 510">1. The teacher usually speak in English when explaining the material to make students get used to the language.<li data-bbox="858 517 1359 779">2. The teacher has an interaction with students in order to deliver the material, grab the students' attention, and check their understanding.<li data-bbox="858 786 1359 1057">3. The teacher thought that sometimes students still forget about their schedule and do not learn from other sources besides the learning in the classroom. |
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Table 4.2**Summary of students Interview****A. Students' understanding of English classroom interaction**

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| Student's understanding | <ol style="list-style-type: none"> 1. All students agree that they always do interaction in the EFL classroom. 2. Students believe that doing an interaction in EFL classroom is essential. |
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B. Teacher-student interaction

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| Teacher-students interaction | <ol style="list-style-type: none"> 1. Students stated that the teacher will usually do a greeting when entering the classroom. 2. The students will answer the greeting from the teacher, but sometimes they don't answer the greeting. |
| Teacher-student interaction | <ol style="list-style-type: none"> 1. The student will answer the teacher's question if they know the answer. 2. The students will mostly keep silent if they do not know the answer. 3. The student found it hard to answer the teacher's questions due to nervousness. 4. If they do not understand something, some students will ask the teacher. 5. The teacher will answer the questions of students until they understand. 6. The student found answering the teacher's question was hard |

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| | because they do not know the English language to answer the question. |
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C. Student-student interaction

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| Student- students interaction | <ol style="list-style-type: none"> 1. Students agree that they also doing an interaction with other students in the teaching and learning activity. 2. Students sometime doing the interaction for the purpose of discussing the material they learn. 3. Students also doing an interaction to borrowing some stuff like pen or eraser. |
| Student- student interaction | <ol style="list-style-type: none"> 1. The student felt more comfortable having interaction with another student than with the teacher. 2. The student will ask a friend first before asking the teacher for difficult material. |

A. Students' role in EFL classroom

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| Students' effort | <ol style="list-style-type: none"> 1. The students never use English when interacting with other students and rarely use English when being asked by the teacher. 2. The students will search for the word from their dictionary if they are asked a question by the teacher. |
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| | 3. The students will ask their friends first if they don't understand some part of the explanation. |
| Students' motivation | <ol style="list-style-type: none"> 1. Some students will doze off in the middle of teaching and learning activities due to a lack of focus. 2. The students will be more focused after the teacher mentions their name, whether it is for asking a question or to reprimand the students to focus. 3. The students rarely learn from other sources before the classes and just rely on their textbook from the teacher. |

3.1.3. The Result of the Observation

The observation phase was completed by observing the VIII-1 and VIII-4 English classrooms. Each class was observed once, with each observation lasting roughly 40 minutes. The teaching and learning processes were recorded in the classroom by using a smartphone with the permission of the teacher from the very beginning to the end of the lesson. The audio was then transcribed to provide data for the purpose of this research, which is to examine the pattern of classroom interaction.

Table 4.3**Summary of Observation**

| Stages | Type of interaction |
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| Open the class | <ol style="list-style-type: none"> 1. Greeting (<i>Good morning students</i>) and answer by students all together. 2. Asking the students which group is attending the lesson. 3. Reminding students about previous material, the teacher briefly talks about the material that has been passed and asks the students to make sure about the previous material. 4. Giving information (<i>that means, we just have a daily test</i>), the teacher give information that they still have a daily test leave. But the teacher here inform that they will have the daily test after the Eid vacation. |
| Lectures | <ol style="list-style-type: none"> 1. When explaining the material, the teacher uses one text book to be the guide of the lectures, so the material discussed is mostly from the book. The teacher brings up interaction from the explanation of the material title ("<i>when I was a child, do you know the meaning?</i>"). The teacher tends to always maintain an interaction with the students during her lectures (<i>when I was a child, right? So is it already happened or not? In English, that is what we call tenses. There is present tense and present continuous. Which is to show? That is hap,,? pening</i>). While giving an explanation, the teacher keeps on giving a clue to the students to answer her question, so |

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| | <p>the students recall the answer from the clue. The teacher also orders the students to read the narration by themselves, or choose a student to read out loud (<i>De, come on read the text.</i>)</p> <ol style="list-style-type: none"><li data-bbox="694 526 1356 884">2. Give direction; the teacher gave a lot of direction whilst lecturing, (<i>look at your book chapter ten; now look at your book page 142; now look at your book page 148</i>). The directions related to the teaching are mostly for directing students to the page of the book being discussed.<li data-bbox="694 907 1356 1601">3. Asking questions; in the middle of the lectures, the teacher keeps on asking questions, but not individually, more of an open question that could be answered by any student (<i>how much her weight when she was a baby? What about now?</i>) With such a question, some students will directly answer the question without raising their hand, because the question goes along with the explanation. The questions asked by the teacher are not limited to the questions asked by the material; sometimes the teacher also asks questions unrelated to the material (<i>which group is this? This is class 8-1, right?</i>).<li data-bbox="694 1624 1356 1982">4. Give praises or encourages, from the observation it is seen that the teacher does a lot of asking, and after getting the answer from the students, teacher also praising their answer to appreciating their effort to answer the question (<i>past tense, good; so which row are we learn now? Third? Right, good</i>). |
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| | <p>5. Grabbing attention: during the lectures, the teacher found a student that dozed off in the middle of her explanation, so the teacher asked her a question and mentioned her name to grab the student's attention (<i>look at your book, what is your name? behind Dea, Jani look at your book</i>).</p> |
| Closing the class | <ol style="list-style-type: none"> 1. Asking students, (<i>you can write the material now, so what do we learn today?</i>), to close the classes, the teacher asks the students about their material today, to check whether they kept up with the lectures or not. 2. Checking attendance; after checking the students' understanding, the teacher checks the attendance by asking the students about the presence of other students. 3. Giving information (<i>okay, our lesson is enough today, and then you look at your WA group okay</i>), the teacher informs the students to check on their WhatsApp group to see updated info there. 4. Greeting (<i>see you, good bye</i>), the teacher bids them goodbye and is answered by all the students (<i>good bye ma'am</i>). |

According to Mrs. Suhartini, classroom interaction is a significant aspect, especially in the language teaching and learning activities. The interaction that happens between the people in the classroom is one of the things that could improve students' speaking skills. It could start from a basic English language skill such as greeting and simple vocabulary. And the question and answer that happening in the

classroom interaction is making the classroom activity more effective. Mrs. Suhartini stated in the interview that she sometimes mentions the students' names to make them realize that they are noticed, and it is evident from the observations made that the teacher often mentions the names of students to ask them about the lesson or reprimands them to focus on the lesson.

4.2 Discussion

The following is the discussion about the teacher-student interaction that occurred in English class. Based on the observation that has been made by the researcher and the interview of the teacher and students, it can be described in detail down below that leads to answering the research questions.

The English class was in fine condition. The pupils were respectful to the teacher. When the teacher explained the material, they listened attentively. They completed the exercise assigned by the teacher. They also participated in the exercise by practicing the speaking skills through dialogue from the text book.

The teacher stated that excellent interaction in the classroom is extremely important in the teaching learning process because it allows the teacher to explore the content by interacting and communicating with their pupils, and establishing good interaction is very important. Interaction is important to encourage student engagement in the teaching-learning process. A teacher can give opportunities for pupils to connect not just with the educator but also with their peers through meaningful conversation.

Based on the results of the research throughout the English teaching-learning process, it is possible to infer that both the teacher and the students play a significant part in creating positive interactions in the classroom. The category of classroom interaction in the EFL classroom happens between the teacher and students and students with other students.

4.2.1. Interaction between teacher and students

Interaction between teachers and students in SMPN 15 Medan happens from the beginning of the classes till the end of the class. In the observation on April 19th, 2022, the students in the class paid attention to the teacher. The beginning of the class started with a greeting, and the students automatically answered the greeting.

T: Good morning

S: Good morning ma'am (obs. 19th April 2022)

According to the teacher and students' interviews, all admit that the teacher always says greeting first thing before beginning the teaching and learning activity. It indicated that the greeting has become a habit for both the teacher and students. After the greeting session, the teacher immediately started to ask the students about the previous material.

T: Kita udah sampe, ini 8-1 ya, oke kita udah terkahir sampai degree of comparison ya?

S: yes ma'am (obs. 19th April 2022)

This interaction that was brought up by the teacher indicated the purpose of the teacher was to remind the students of previous material. The students answer such questions from the teacher together. The teacher used a simple interaction to make students capable enough to follow her explanation. Through the teaching and learning activities, the teacher usually uses their text book often. By using the text book, the teacher reads the text and then leads the interaction based on the text they read.

T: Look at your book chapter ten, chapter ten, chapter ten, what is the title? "When I was a child", do you know the meaning? Can you guess what it means? When I was a child, right, does that mean it's already happened or not? (obs. 19th April 2022)

The interaction that the teacher makes above indicates that the teacher is offering a close-ended question. From the question above, the students need to answer yes or no, and some students answer yes together. So, the question asked by the teacher is a group question, where any student can answer directly.

T: what is the other word

S: start

T: yes start, write it here Hilmi. (obs. 26th 2022)

The teacher often mentions the students' names to instruct them to read the text, write on the blackboard, or ask the meaning of the text they have just read. These things were ordered by the teacher specifically for one of the students. and students always try to answer and do what the teacher tells them to do. While explaining, the teacher also asks questions related to learning to all students, and anyone can answer. When questions like these were asked by the teacher, some students seemed to answer directly from their seats, but some other students seemed silent and just listened without giving any feedback. But the teacher will continue to explain if she has heard the feedback, even if only a few, but the teacher will ask again if it feels the feedback is getting too little and the student answers doubtfully. If this happens, the teacher will answer her own question and explain it back to the students.

4.2.2. Interaction between student and other students

Interaction between students and other students does not happen too often during learning, because during learning, students are focused on listening to the teacher's explanation first. Students work individually, but based on observations made, it can be seen that students still interact, even if only a little. The interaction related to learning can be seen by one of the students talking to his friend while showing their textbook. However, besides that, it can also be seen that students interact during learning outside of the learning context, as seen from the observation of one child borrowing a friend's pen.

Students also admitted that they interacted with other students and explained that the interaction was in the form of asking for assignments if they did not come in the previous class, but in interacting with other students, students did not use English; they spoke casually using Indonesian.

R : In your class, is there any interaction with other friends, how is the interaction?

S: Yes, it's like asking for the assignment if I don't come. (S.EXP& S. ROL; students int.4).

The teacher also mentioned that interaction between students is important because, as students, they also play a role as social beings who need to interact with other people.

T: the interaction happens, between teachers and students, between students and students, of course they have to be filled with each other, right, it's not possible to sit in class and just sit down, that means you don't get along, right. (T.UND; Teacher int.)

4.2.3. Silence

The pattern of interaction that happens in the classroom does not always go both ways. There are times when students do not provide any feedback for teacher questions. If students do not know the answer to a teacher's question, they will remain mute and will not respond. Students indicated to being anxious about answering the teacher's questions. Some students claimed that they were afraid of obtaining the wrong answer when they remained mute in response to the teacher's questioning.

4.2.4. Reasons of interaction

4.2.4.1. Teacher's Talk

Based on the observation and interview, the teacher is doing an interaction with the purpose of: lecturing, checking the students' understanding, grabbing students' attention, checking the students' attendance, giving praise or encouragement, asking questions and opinions, giving direction, reminding material.

1. Lecturing

The interaction that happens in the EFL classroom mostly happens during the lesson. Based on the researcher's observations, it can be seen that the teacher continues to make efforts to get feedback from students. During learning, the

teacher uses a lot of text as a learning reference. The teacher also tries to hone the four students' language skills, namely listening, speaking, reading, and writing. Students' listening skills are honed by listening to the English spoken by the teacher. The students' speaking ability is trained by asking questions. Questions and answers conducted by the teacher were carried out in line with the explanation. The teacher does a lot of questions and answers with the aim of ensuring student concentration during the lecture.

Students and peer interaction do not happen too much in the middle of the lectures. Because in these classes, students are focused on working individually. Teacher said:

Teacher: Sometimes I also arrange for them to work in groups, there can be interaction between students and their friends. (T.ROL; Teacher int.)

Teacher mentioning in the interview that sometime she arranged the student to work in a group. And it could help them have interaction among peers. Teachers believe that group discussions are essential in EFL classroom interaction. This is in line with the theory of Anderson & Dron (2011:85), which states that the continuous link between personal understanding and group discussion supports cognitive presence.

2. Checking the students' understanding

The teacher kept on checking the students' responses regarding the material she explained. It can be seen from the way the teacher asks questions related to the material to ensure that students can follow the learning process.

T: yes, now the book is page 148 there, so in what column are we studying now?

S: third (obs. 19th April 2022)

The teacher also checks on the students' understanding at the end of her explanation. To conclude what they had learn in general.

T: yes, time, you can take notes, so what we study today?

S : past tense (obs. 19th April 2022)

The way teacher checking students understanding is not only limited to the direct question such as “do you understand?”. But it is implicitly happening in the middle of the lecturing. From the way teacher keep on asking students to continue her word related to the material.

T: yes it is a verb, other than a nominal sentence?

S: verbal sentence (obs. 19th April 2022)

T: yes, can it be followed up to here? Can you follow me?

S: yes (obs. 26th April 2022)

Checking the students' understanding is important in the teaching and learning activity, because it could be a notification to the teacher that students can follow the lesson and students try to maintain concentration during learning. The teacher could check the students' understanding through a question about the material and also a direct question to the students about their understanding.

3. Grabbing students attention

Students' attention during a lesson will sometimes be disturbed because of problems in class or personal problems of students. The teacher stated in the interview that they sometimes notice the students who do not pay any attention in the class and found out that the students actually have internal problems.

. T : Because I often also notice children who are silent, I asked about tasks that I give them, they don't do it, usually it's because of internal problems, family problems. (T.UND; Teacher int.)

During the observation, there was a student who did not pay close attention to the explanation, so the teacher mentioned her name to make her pay attention to the teacher's explanation.

T: yes, continuous, look at the book, don't daydream, what's her name? The one behind dea?

S: Jani

T: Jani looks like she's pensive in class, do you have a lot on your mind?

It is in line with the interview with the teacher, who stated that she always tries to mention the students' names if they lose focus on the explanation. It is evidence that the teacher is mentioning the students' names to grab their attention to make them focus on her explanation.

T: Sometimes, like when they were studying, they were daydreaming, that's what I usually call their name so they can focus again and realizes that they are also being watched by the teacher so they can focus again. (T. ROL& S.EXP; Teacher int.)

4. Checking the student's attendance

The teacher checks the students' attendance at the end of the lesson. But from the observation, it seems that the teacher is noticing the number of students who come to class.

T: where is it, how come there are so few people who come? are you on holiday? (obs. 26th April 2022)

Based on the observation, the teacher always checks the students' attendance at the end of the lesson. She is not calling the names one by one, but she is asking other students to check on their classmates who didn't attend the class.

5. Giving praises or encourages

The interaction during the lectures carried out a variety of purposes for the teacher, which impacted the students' feelings. The teacher, as mentioned above, emphasizes interaction during her lectures, and the responses to the interaction were also varied. When the teacher gives an open-ended or close-ended question, some students will give feedback, but some will not give verbal feedback.

T: Past, it's over, what are the tenses called?

S: Past tense

T: Past tense, good. (obs. 26th 2022)

This interaction shows the teacher giving praise to the right answer that was delivered by students with the words "good".

T: yes, can it be followed up to here? Can you follow me?

S: yes

T: okay good, it means that you know the nominal sentence, now to the verbal sentence. Does that mean there must be? (obs. 19th April 2022).

The teacher also gave praise after checking the student's understanding. This act will give encouragement to the students to answer the next question. Such interaction between teacher and students indicates that each of the classroom participants provides positive feedback to one another, which can help with teaching and learning activities.

6. Asking questions and opinion

It is evident from the observations carried out that the teacher continues to ask questions throughout the teaching and learning activities. The question and answer activity supports the smooth delivery of material and helps teachers measure student understanding.

T: yes, so you see the difference here, there is no verb here right?

S: yes

T: OK, so the nominal sentences are recorded as examples, for example "I was a Teacher last year", what does that mean?

S: I am a teacher

T: when?

S: last year (obs. 19th 2022)

Based on the observations, it seemed that the teacher gave different types of questions to the students. Whether it is an open-ended or closed-ended question, The teacher mostly asks a question to all students, so not only one student is responsible for giving feedback. Here, students will provide feedback to the teacher based on what they know.

7. Giving direction

The teacher gives direction mostly during the lectures related to the material to be discussed.

T: now open your book page 142 number 2, read it Hilmi (obs. 26th April 2022)

The teacher ordered one of the students to read it out loud, and when the student read it, she directed the student to read it correctly, when the student seemed to pronounce the word wrong. The directions given by the teacher were intended for all students and certain students by calling their names.

8. Reminding material

It is important to remind students of what they have learned and to ask if there is a previous lesson that they did not understand. Based on the observation, the teacher seemed to know the previous material by herself and did not ask the students individually.

T: group 2 have made a note about the simple past, today we're going to study regular and irregular past verbs. Yesterday I told you to look for pages 141 and 142 from the book, have you read it? (obs. 26th April 2022)

The teacher will remind them about the task she has given and ask if the student has done it. Based on the observation, even though students look active in the questions and answers that take place during learning, the way students respond to the teacher's asking about their task to read the book seems to be less responsive.

4.2.4.2. Student's reason

Based on the data that has been found in the field, the students admit that they are always doing interaction in the EFL classroom. The kind of interaction that students do in the EFL classroom is discussing the material, asking and answering questions, and silent or body movement.

1. Asking question

Based on the interview of the teacher and students, teacher stated that few students will asked the question to the teacher sometime.

T: once, depending on the situation, sometimes they also greet us first, not infrequently someone raises their hand to ask but yes, a few. (S.EXP & T. EXP; Teacher int.)

And some students admit that they will ask the question to the teacher, but it rarely happens.

R : In your teaching and learning activities, have you ever asked questions if you didn't understand the lesson?

S 1: yes I have, but not too often. (S. EXP; Student int.2)

When the teacher asked them a question, some students stated that they would remain silent if they did not know the answer.

R : what will you do if you don't know the answer??

S : just keep silent

R : why are you keep silent?

S : I'm afraid to answer wrong (S. EXP; Student int. 3)

From the interview with some students, they had a few reasons behind their act of silence when asked a question by the teacher. The interview above shows that the student is silent when being asked why she was afraid to answer wrong.

R : why do you want to ask friends but not the teacher?

S : because the teacher is fussy (S.EXP; Student int.1)

Another student stated that he preferred to ask a friend rather than the teacher because he was afraid of being reprimanded by the teacher. This is in line with the theory of Kattington (2010:15), who said that there is substantial evidence that peer learning is more effective than official education. Because from the interview above, it was indicated that some students feel more at ease interacting or asking questions regarding the material with their friends than with the teacher.

2. Discussing the material

Based on the interview and observation, it is seen that students discuss the material through the teaching and learning activity mostly with their friends rather than their teacher. When the teacher explains the material, the students will mostly be on the receiving end. As what has been described above, the students have some hindrance in interacting or asking about the material with the teacher. The same level of education might be the reason for students' ability to easily convey their thoughts with peers.

R: I saw you earlier, sometimes you have free time, right, you guys talk to your friends, what are you discussing about that?

S2: About that material, Sis, but sometimes it's like borrowing a pen (S.ROL, Students Int.2)

This interaction between students shows their effort in the learning process. Through the observation, the researcher could see the student turn to face her friend in the rear and show the textbook while asking something to her friend.

3. Silent or body movement.

Students of VIII-1 and VIII-4 in the SMPN 15 Medan EFL classroom are responsive to the interactions that are initiated by the teacher, especially if the interaction is specifically addressed to one of the students, the student will try to answer. Even so, some students seem to have difficulty in answering the questions given by the teacher. If students do not know the answer to the teacher's question, they will be silent and not give a response.

T: yes, so you see the difference here, there is no verb here right?

S: yes (T.EXP & S.EXP, obs. 26th April 2022).

When the teacher asks closed questions like this, the students will answer together, but other students will be seen who do not give verbal responses but only body movements, such as nodding their heads.

T: what are the characteristics of regular past tense verbs? forgot? just last week i already explained

S : play (obs. 26th April 2022)

. If the question is an open-ended question, then students look hesitant to answer, and many students look silent without giving a response. Just a few students give their response to such questions. From observations and interviews with students, it can be seen that students have several reasons for not answering questions from the teacher.

R: If you can't answer, how do you respond? Just shut up or say you can't?

S: I'll answer but just what I know (S. EXP; students int. 4)

R : why do you think you find it difficult to ask or answer questions from ma'am?

S: scared (S. EXP; students int. 4)

R : You said that if you were asked before, sometimes you don't know, right, if you don't know what do you usually do?

S: keep silent

R: Silent, why do you just silent?

S: afraid of being wrong (S. EXP; students int. 3)

R : why do you want to ask friends but not the teacher?

S: if the teacher is fussy, sis (S. EXP; students int. 1)

. Students admit that they feel a little nervous about answering the teacher's questions. One of the students stated that he was afraid of being scolded by the teacher. Some students stated that their silent behavior towards the teacher's questions and asking questions was because they were afraid of getting the wrong answer.

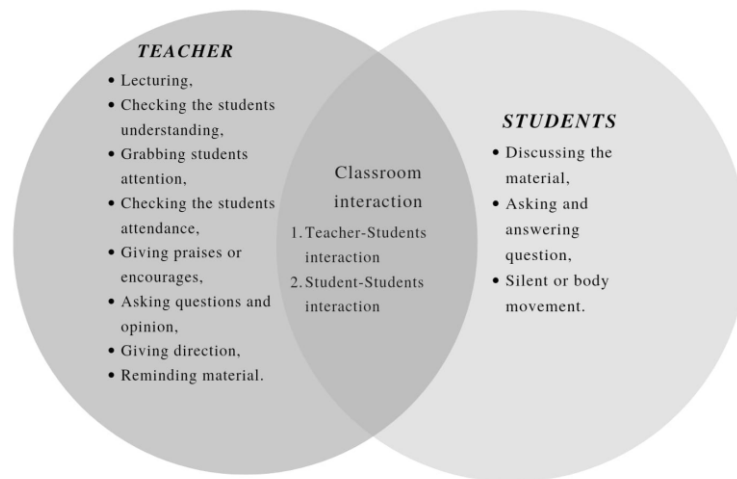


Fig. 1. Description of the classroom interaction

