

The Characteristics of EFL Teacher-Student Interaction and Feedback Practices in Vocational High School Class

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Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education



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STATEMENT OF ORIGINALITY

This is to certify that the content of this thesis is, to the best of my knowledge, my own work. This thesis was not submitted for a degree or for any other reason. I certify that the intellectual content of this thesis is the result of my own work and that all assistance and sources used in the preparation of this thesis have been acknowledged.

Yogyakarta, 10 June 2022

The writer,



Ana Lusiana

18322006

MOTTO

- Walk in the way of Allah then Allah will move the hearts of people
- The best of humans are those who are useful to others
- self-discipline is the true form of true freedom

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الاستد بالاندية

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is due to Allah SWT, the Most Gracious, the Most Merciful, for His mercy, grace, and health, which have enabled me to complete this Final Project and earn a Bachelor of Education degree in the Department of English Education. The completion of this thesis could not be separated from the help and support from many parties.

On this occasion, the researcher wishes to express his heartfelt appreciation for the contributions, advice, suggestions, and assistance provided by all parties involved. I would like to express my sincere gratitude and appreciation to my thesis supervisor, Dr. Ista Maharsi, S.S., M. Hum., who has patiently guided, supported, and provided so many valuable suggestions and corrections to make this thesis more useful, and who has provided a big picture of what goals I truly want to achieve through this thesis. I'd also like to thank all of my wonderful lecturers for introducing me to the fact that there are numerous ways to learn.

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Yogyakarta, 22 March 2022

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ISLAM

DEDICATION

Alhamdulillah, gratefully and thankfully, I dedicate this thesis to myself, who has been through many experiences beyond my expectations, as well as my beloved parents, siblings, supervisors, and friends.

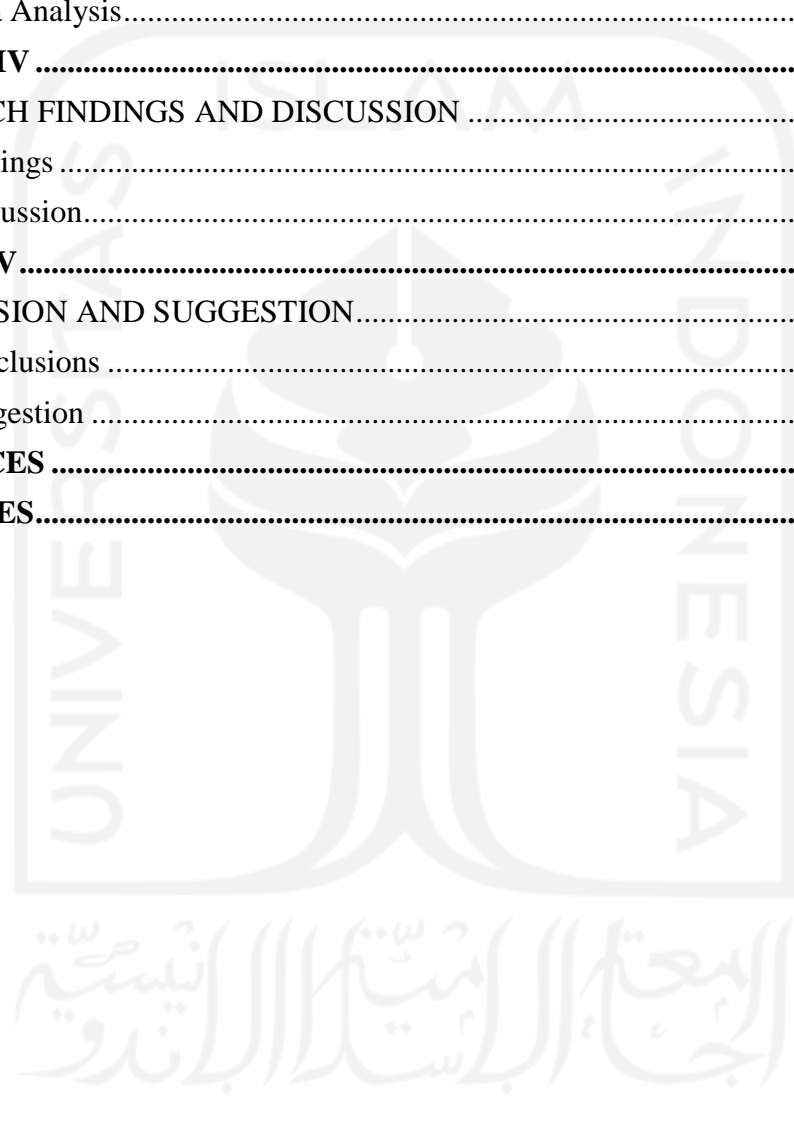
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TABLE OF CONTENT

Contents

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF ORIGINALITY	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
DEDICATION	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF FIGURE	xi
ABSTRACT	1
CHAPTER I	2
INTRODUCTION	2
1.1 Background of the study.....	2
1.2 Identification of The Problem.....	4
1.3 Limitation of the Problem	5
1.4 Formulation of the Problem.....	5
1.6 Significance of the study	6
CHAPTER II	7
LITERATURE REVIEW	7
2.1 Teacher-Student Interaction	7
CHAPTER III	13

RESEARCH METHODOLOGY	13
3.1 Research Design	13
3.2 Data Preparation	13
3.3 Research Instrument	16
3.4 Data Collection Technique	18
3.5 Data Analysis.....	19
CHAPTER IV	21
RESEARCH FINDINGS AND DISCUSSION	21
4.1 Findings	21
4.2 Discussion.....	24
CHAPTER V.....	28
CONCLUSION AND SUGGESTION.....	28
5.1 Conclusions	28
5.2 Suggestion	28
REFERENCES	30
APPENDICES.....	36

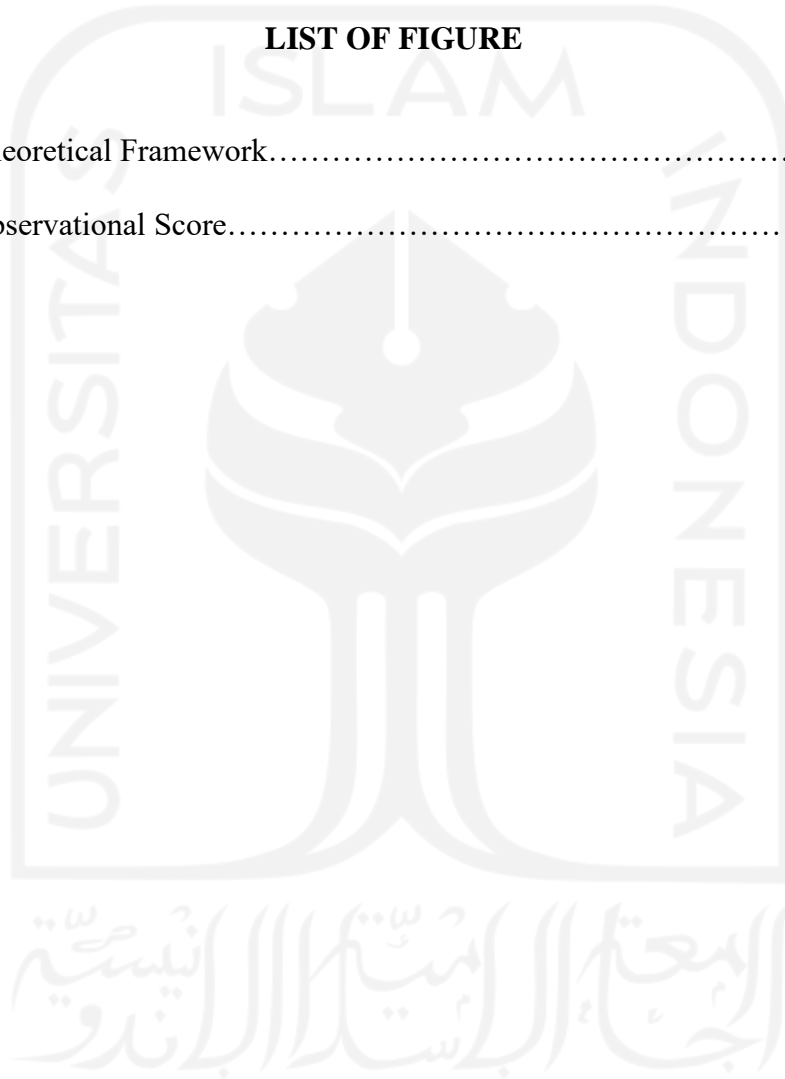


LIST OF TABLE

Table 4.1 Observational Result.....	22
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LIST OF FIGURE

Figure 2.1 Theoretical Framework.....	16
Figure 3.1 Observational Score.....	22

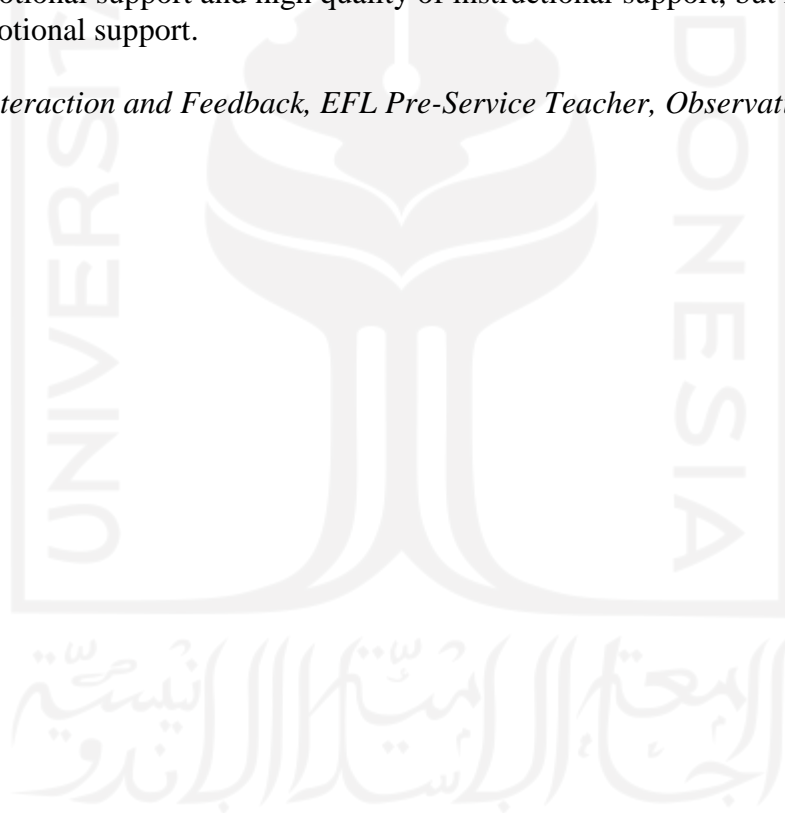


The Characteristics of EFL Teacher-Student Interaction and Feedback Practices in Vocational High School Class

ABSTRACT

This study aims to identify the characteristics of interaction and feedback of pre-service teachers in vocational high school classrooms. This study was designed as an observational study. This study focuses on the characteristics of pre-service teacher-student interactions and feedback with EFL learners. This research is a qualitative research that uses the method of observation. Participants in this case amounted to 2 pre-service teachers. Data was collected through analysis using the Classroom Assessment Scoring System-Secondary (CLASS-S) which was filled in by the school teachers, by giving a score of 1-7 on 12 dimensions consisting of 3 domains. The results from CLASS-S show that the teacher-student interactions were characterized by mid quality of emotional support and high quality of instructional support, but relatively low quality of emotional support.

Keywords: Interaction and Feedback, EFL Pre-Service Teacher, Observational Study



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

1.1 Background of The Study

Teacher-student interaction and feedback are essential in the learning process; according to Gamlem (2019), a significant other in responsive pedagogy is identified as a teacher (and peers) or student because there is an essential facilitator in the learning process. According to Thoms (2012), language learners will develop their competence in social interactions and relationships, above all, through communication with more experienced, knowledgeable, and competent participants, such as teachers and colleagues. The role of teachers and peers in mastering a foreign language in the classroom aims to guide and assist in completing a task and language production through interaction in the classroom. Language in the classroom, according to Seedhouse and Jenks (2015), is a place where aspects of language will be studied and taught, such as methods, syllabus, and also the material applied, theory and practice are fulfilled, social identity, factors, and affective are affected, so that the classroom becomes a place where study. That way, the practice of interaction and giving feedback occurs in the classroom.

In EFL teaching, student self-efficacy and perception are important aspects of learning objectives and opportunities for further self-regulation. As a result, teacher-student interaction for feedback practice is critical to meeting learning objectives. According to other EFL studies on classroom interaction, Vatty and Gamlem (2020) discovered that teachers may not adequately utilize students' EFL competencies, backgrounds, and interests.

According to Gamlem and Smith (2013), the challenge is to support feedback in "achieving achievement-dialogic feedback interaction in building a way forward for students," where feedback is given not only about assignments but also about the process of interaction during learning. If this is allowed to continue, students will become more passive recipients of information rather than active participants. Vattøy and Gamlem (2020) discovered that teachers primarily provided feedback in the form of 'agree-control-disagree.'

Rashidi & Rafieerad (2010), mentioned in the interaction between teachers and students in EFL classes in Iran, showed that the teacher dominated the interaction in a significant class discussion in class. So what happened during the discussion was that students became passive and only listened and did not engage in discussion, and Also students find it difficult to express opinions during the discussion. In the Indonesian context, Sundari (2017) shows that the way the teacher manages the classroom and communicates with students and how to respond is determined.

by several factors, both inside and outside the classroom, namely the way teachers interact with students in the classroom and what strategies they choose and use

in the classroom. Classroom interactions are also very complex but significant in language teaching through interactions with other people, such as teachers and other students. Therefore, conditions like this for EFL students, especially Indonesian students, are very important to observe interactions between teachers and feedback during the classroom. In previous research also by Vattøy & Gamlem (2020), the results of the study also show that the quality of teacher-student dialogue or interaction in the classroom over the questions asked by the teacher is an important indicator to achieve feedback practices that can make confidence in foreign language abilities. the easier it is to achieve learning objectives.

In addition, according to Hattie & Timperley (2007), feedback to self as a person with little task-related information was found in one case study. Such personal feedback is often ineffective and may even be counterproductive for student learning in the classroom. So as students really need the feedback obtained when interacting with teachers in the classroom, the more frequent interactions occur, the better the feedback given will be to continue the material or the next task. Further research is needed to understand teachers' goals and beliefs about their own feedback practices through in-class interactions with students and how this can support learning and well-being in the classroom, therefore this study aims to identify interactions and feedback between teachers and students in the classroom.

1.2 Identification Of The Problem

Several phenomena occur in the classroom, such as the problem of interaction and giving feedback in the class of EFL students, especially in vocational high schools.

Examples of problems are a lack of respect for students towards teachers who teach due to lack of interaction feedback, making it difficult to continue the material. Moreover, the lack of student response to teacher learning makes it difficult to understand student understanding. Therefore, the teacher has a significant role in teaching in the classroom because a teacher teaches and provides material and becomes the first to build interactions so that the class is more communicative. The feedback the teacher gives to students is essential. Teachers need to set strategies to provide the right time to provide feedback and involve students in the class.

1.3 Limitation Of the Problem

The researcher used the CLASS-S manual technique to identify the characteristics of teacher-student interactions and feedback that might occur during the EFL class, to find out how the quality of teacher-student interaction and feedback, especially in vocational high schools. In addition, this research is a qualitative research with observational method where data is collected through classroom observation and transcripts.

1.4 Formulation of The Problem

This study aims to identify the characteristics of interactions between teacher-students that may occur in and also feedback to students. Thus, based on the question, the central questions of this research are aimed at:

- What characterizes EFL pre-service teacher-student interactions and feedback practices in the vocational high school classroom?

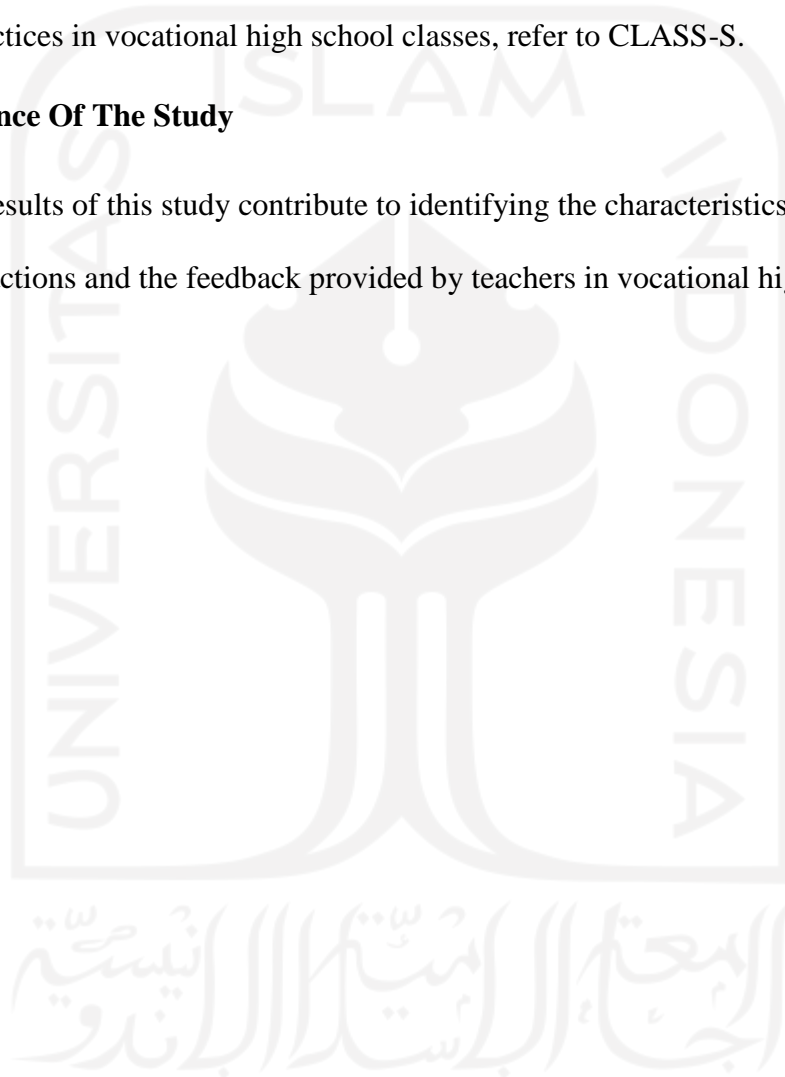
1.5 Research Objectives

Research Objectives Following the formulation of the problem, the research objectives are

- To identify the characteristics of EFL pre-service teacher-student interactions and feedback practices in vocational high school classes, refer to CLASS-S.

1.6 Significance Of The Study

The results of this study contribute to identifying the characteristics of teacher-student interactions and the feedback provided by teachers in vocational high schools.



CHAPTER II

LITERATURE REVIEW

2.1 Teacher-Student Interaction

Interaction in the classroom has become a central issue in the teaching and learning process of English in the era of communicative language teaching. According to Thoms (2012), in a sociocultural theoretical view, the main aspects of language are determined and shaped by strategy. That is by interacting with other people in various communicative contexts. He added that language learners should develop their competence in social interactions and relationships through communication with teachers and colleagues who are more experienced, knowledgeable, and competent. According to Brown (2001), in teaching communicative language, the essence of communication is interaction. Interaction is everything related to communication. In an interaction, there will always be communication and vice versa. The teacher communicates with students to encourage interaction in the classroom. According to Archer, Kerr, and Pianta (2015), accurately observing and interpreting interactions in the classroom is a significant challenge. Because the indicators used are exchanges based on content created and facilitated on speaking strategies.

The teacher communicates with students so that there is interaction in the classroom. According to Archer, Kerr, & Pianta (2015), observing and interpreting interactions in the classroom with accuracy poses a considerable challenge. Because the

indicators used are exchanges based on content created and facilitated on speaking strategies

Pennings (2013) claims that student-teacher relationships have progressed from student-teacher interactions to real-time interactions. The appropriate timing of teacher-student interactions in the classroom can report on interpersonal content, structure, and complementarity. They learn how to measure student-teacher interactions in different languages and with different teacher-student relationships—teaching through interaction emphasizes how the interaction pattern between teacher and student is the primary driver of each student's learning (Hafen et al., 2015). Collaborative interaction refers to reciprocal interactions such as sharing dominant ideas and opinions throughout the activity and using common examples (Storch, 2013). The teacher provides material in class, and students respond by asking questions or conveying their ideas. In other words, research shows that students desperately need support from their teachers in developing the skills needed to benefit from group work or individual assignments.

Students can test and improve the language system's development. Furthermore, speaking or interacting in class, according to Hedge (2000), assists students in covering their lack of language knowledge, such as when students speak slowly, repeatedly, or explain their ideas and thoughts when talking together—considered a negotiation of meaning, which results in total output. According to the two perspectives presented above, the interaction between teacher and student in the classroom has a significant impact on the learning process. As a result, teachers are also expected to be competent

in managing the classroom in order to encourage student participation and assist students in developing their spoken language.

Interaction, according to Hedge (2000), is one of the necessary factors in producing the total output of the students themselves because it gives them the authority to practice the language in the classroom. Furthermore, he also added that interactions in the classroom would get feedback from teachers and other students.

2.2 Feedback In EFL Classroom

Hattie and Timperley (2007) define feedback as "information provided" by agents (e.g., teachers, peers, books, parents, self, experiences) about aspects of one's performance or understanding. He defines interaction as the collaborative transfer of thoughts or the results of our thoughts to others; it can also be a feeling, idea, or idea shared by two or more people that leads to reciprocity or feedback. When the teacher teaches students in the classroom, this is an example of cooperative transfer between teachers and students through interaction. Students provide feedback in the form of nods, opinions, or questions.

Meanwhile according to Winne and Butler (1994), "feedback is information that students can confirm, add, overwrite, and adjust, information in memory, whether the information is domain knowledge, metacognitive knowledge, or beliefs about students and task completion, and also as cognitive knowledge, tactics, and strategy." According to Hattie and Timperley (2007), feedback is one of the most potent influences on classroom learning and achievement of learning objectives, but it can have a positive or negative impact.

According to Hattie and Timperley (2007), the impact of feedback can be positive and negative on student learning, making it essential to identify feedback criteria with a positive effect on student learning in the classroom. For example, provide correct instructions in the right way so that the feedback results can improve students in the future. In contrast, inappropriate feedback, such as giving inappropriate feedback, can hurt students, thus inhibiting students from continuing the material learning.

Teachers are critical in providing feedback and support to students (Smith et al., 2016). According to Gamlem, this claim is also supported by a growing body of research on the impact of teaching dialogue on collaboration, thinking, learning, and student achievement (2019). Furthermore, in responsive pedagogy, teachers (and peers) have been identified as significant others as important facilitators of the learning process in the classroom.

According to Lee and Coniam (2013), applying assessment-informed feedback practices to classroom learning is difficult in a test-driven system in Hong Kong. Gan, Liu, and Yang found that prospective EFL teachers' perceptions of assessment for experiential learning were related to their proclivity to use a deep learning process approach (2017). Burner suggests that possible bridges include a shared assessment language for learning and opportunities for teachers and students to interact in the classroom during the feedback process (2015). Based on the arguments presented above, it is possible to conclude that interaction between teachers and students in the classroom has a significant impact on the learning process, particularly teacher

feedback. This analysis suggests ways for teachers to use feedback to improve classroom learning effectiveness.

Based on a literature review, this study uses the theory of teacher student interaction by Hadge (2000) and feedback in EFL Classroom by Hattie & Timperley (2007) and the CLASS-S instrument was used to collect the data by Pianta et al., (2012). The theoretical framework of this study is shown summarized in the figure below.



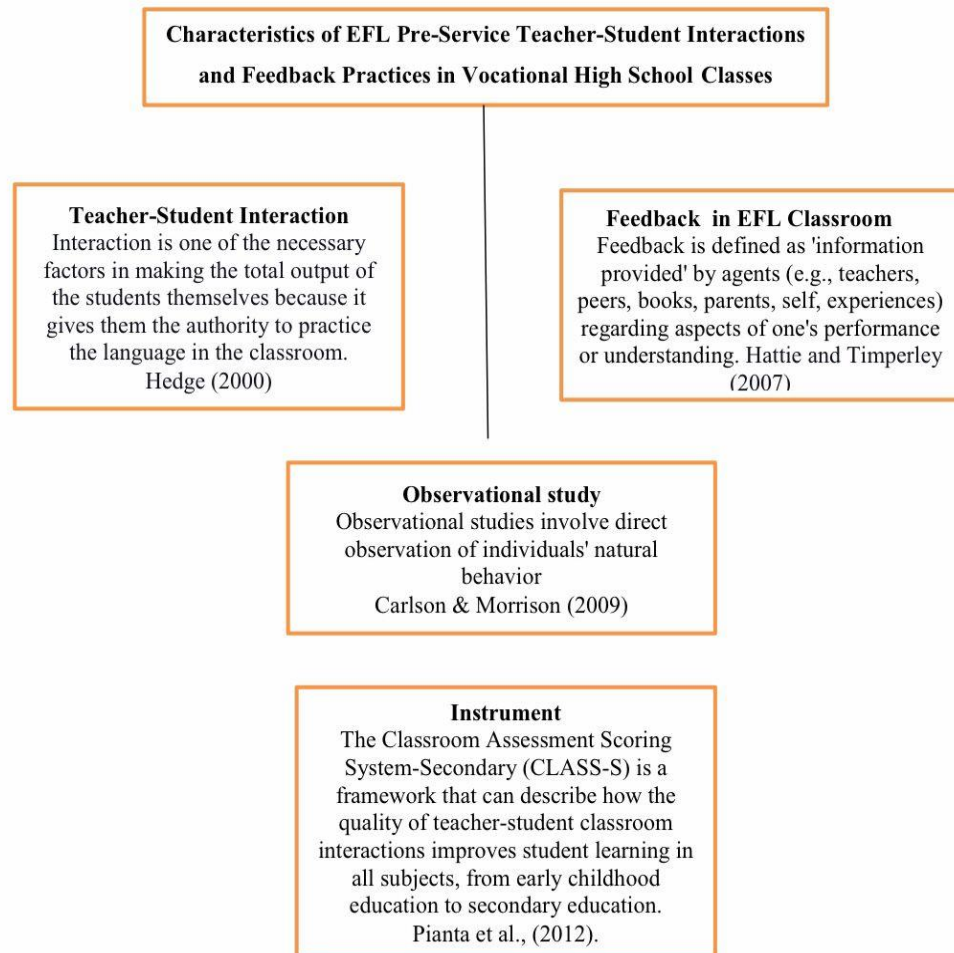


Figure 2.3 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology that researchers use to conduct research. It describes the research design, data preparation, collection, analysis, and trustworthiness.

3.1 Research Design

This research uses the observational method. According to Carlson & Morrison (2009), observational studies involve direct observation of individuals' natural behavior. Skaggs (2005), states that observational research is recording and observing someone or something. In this study, the researcher captured, and recorded teacher-student conversations revealed from teacher-student interactions in the classroom to obtain valid and natural data. In addition, the type of data is descriptive, which focuses on determine the quality of teacher-student conversations when interacting in class and providing feedback to students.

3.2 Data Preparation

In compiling the data, there are several components when conducting this research and digging up the data to fulfill the data preparation. They are the participants and the Setting of this research, the type of data, the source of the data and the informed consent.

3.2.1 Participants and Setting of the study

In a previous study by Vattøy and Gamlem (2020), research on teacher-student interactions as measured using the CLASS-S tool, and internationally certified researchers. Therefore, this research was carried out more thoroughly and involved teachers in vocational high schools who had experience in teaching. This research was conducted at a Vocational High School in Yogyakarta through video recordings of two pre-service English teachers, Ellen and Lucie (pseudonym), Ellen and Lucie (pseudonym), both 21 years old. teacher-student interaction when teaching uses the CLASS-S instrument because it has experience as a teacher in teaching, so the resulting data is more valid.

Data collection was carried out using a video camera that recorded all activities in the classroom during the learning process. Video recording of learning activities in class is done by placing a camera on one side of the class, recording all activities in class, including all types of student and teacher interactions. Before the teacher fills in CLASS-S, hold a discussion session about the contents of CLASS-S and how to fill it out. Before taking data with the teacher, the researcher tried with the thesis supervisor about the contents of CLASS-S.

Researchers distributed two papers containing an assessment format based on three domains. There are twelve dimensions with scores ranging from 1-7 for teachers that assess the quality of pre-service teacher-student interactions in the classroom. Researchers and teachers held a discussion session about the three 12-dimensional CLASS-S assessment domains, each with an explanation. The first step is to explain each dimension to the teacher first, then the teacher reads and understands the CLASS-S instrument. After the second researcher understood, then gave the video recording link to the two teachers to be seen and observed and then given a grade. In this study, the researcher also went directly to see the observations in the classroom at the time of taking the video recording, the scoring results of school teachers will be discussed with the pre-service teacher be a participant in this study.

3.2.2 Source of Data

Data were collected from data sources and participants. Participants consisted of two 21-year-old female pre-service English teachers (Eileen & Lucie) who were undergoing a teaching experience program (PPL) at the Vocational High School in Yogyakarta. Primary data were collected from class observation data and the assessment of the CLASS-S instrument, which was filled out by two experienced English teachers at the school. The final data will reveal whether the data source is saturated and confirmatory.

3.2.3 Inform Consent

The next step is to ask permission from the school for researchers to take data. In requesting permission, there must be an official permit; Therefore, the researcher brought a letter of permission from the campus to be given to the principal or the head of the school where the research was conducted. In addition, a letter was also written to find out the reasons for choosing this school as a place for data collection and what benefits the school got from the data collection. Researchers also had to wait several times to ask permission from the school. The researcher also informed consent because the school has a rule not to take students' faces to protect students' privacy.

3.3 Research Instrument

The instrument is the Classroom Assessment Scoring System-Secondary (CLASS-S) observation checklist. CLASS-S functions for teacher-student interaction in improving student learning. This study was analyzed using the Class Assessment System-Secondary (CLASS-S) to classify how the quality of classroom interaction is viewed from three overarching domains: Emotional Support, Class Organization, and Instructional Support. Each domain is operationalized into several age-specific dimensions of teacher-student interactions.

This instrument has been adapted by changing the word teachers to be pre-service teachers because it is used to assess pre-service teachers so that prospective teachers can use the results of this research to support learning in the classroom,

especially in interactions when they have become teachers in a school. Few studies are aimed explicitly at pre-service teachers; therefore, the results of this study are one of the guidelines for pre-service teachers to see the quality of interaction in the classroom.

Table 3.1 Description of Classroom Assessment Scoring System 11 Dimensions (Pianta et al., 2012)

DOMAIN	DIMENSION	DESCRIPTION	SCORE
Emotional Support	Positive Climate	Enjoyment an emotional connection between teacher-students in peer interaction	
	Teacher Sensitivity	Teacher responsiveness to the academic and social/emotional and needs of individual student	
	Regard for Adolescent Perspectives	The degree to which teachers meet the social and developmental needs and goals of the adolescent for decision-making and autonomy, relevance, having their opinions valued, meaningful interactions with peers	
Organizational Support	Behavior Management	Encouragement of positive behavior and monitoring, preventing, redirecting, misbehavior	
	Productivity	How well the classroom runs concerning routines and the degree to which teachers provide activities that allow maximum time to be spent in learning activities	
	Negative Climate	Level of expressed negativity such as anger, hostility, aggression or disrespect by teachers and students in the classroom	
Instructional Support	Instructional Learning Formats	How teachers engage students in and facilitate so that learning opportunities are maximized	

Content Understanding	Emphases and approaches help students understand a broad framework and critical ideas of an academic discipline.
Analysis and Inquiry	Promotions of higher-order thinking skills (e.g., analysis and integration of information, Hypothesis, testing, metacognition, and opportunities for application in a novel context
Quality of Feedback	Feedback is given to extend and expand students learning through their responses and participation in activities.
Instructional Dialogue	Use of structured, cumulative questioning and discussion to guide and prompt students' understanding of the content

Noted : 1–2 = low range; 3–5 = midrange; 6–7 high range.

3.4 Data Collection Technique

This study uses the following data collection techniques or methods:

a. Classroom Observation

During internal lessons, pre-service teachers are asked to carry out their teaching, as usual, to ensure that the lessons are authentic in terms of the teacher's daily practice and to minimize the additional workload. The data collection covers various EFL lessons, including curriculum, content, learning objectives, context, seating plans, and activities. The rationale is based on the consideration that classroom feedback interactions occur in many situations and do not require planning or facilitation.

Observations of this study is using a video recorder. This study uses systematic observation. While observing, the researcher recorded with a video recorder that was be placed in the middle of the back of the class to record all the activities in the classroom; also, observations are made according to the academic schedule of time and lessons. At vocational high school, Yogyakarta Researchers took class 10 vocational high school. Researchers took data on English lessons. Using English as the language in class is allowed.

b. Observational Notes

Reflective notes from the researcher became a validator in data collection because they were directly involved and saw the video recording in class. Then after the score was obtained, the researcher confirmed the score with the pre-service teacher who was a participant in this study.

3.5 Data Analysis

Data collection and analysis were carried out using descriptive analysis and the researcher's reflective notes. As mentioned, the CLASS-S protocol organizes student-teacher interactions into three in total, namely, domains – Emotional Support, Class Organization, and Instructional Support – and 11 dimensions. Therefore each domain consisting of three to four dimensions assessed by observers in this study was rated by the teacher, on a 7-point scale, with 1-2 indicating low quality, 3-5 medium quality, and 6-7 high. In addition, each dimension also consists of three to four indicators (behavioral markers). Then reflective notes from the researcher because they directly

saw the video recording in class to strengthen the validity of the research data. Then after the score results, the researcher confirmed the score results with the pre-service teacher who took part in this study.

3.5.1 Trustworthiness

After obtaining permission to hold a discussion session about the content of the CLASS and how to fill it out, the researcher met with two teachers at the school. Before the two teachers do the assessment. Initially, the researcher described the instrument and the assessment format, which was referred to as CLASS-S. According to Creswell (2014) to obtain the validity of data, This study involved two teachers who had experience teaching in the classroom; vocational high schools assessed the characteristics of pre-service teacher interaction using the CLASS-S measuring instrument. Researchers always involved supervisors in providing comments, opinions, and suggestions regarding data analysis as an examiner.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents all the findings to answer the research questions and discusses. All the data of this research is presented and analyzed in the findings and is elaborated in discussions.

4.1 Findings

4.1.1 Result Of Observation

In this section, the researcher provides observations from two video recordings and finds several types of interaction and feedback assessed by experienced teachers in teaching. The teachers who are assessed are two pre-service teachers. The explanation of the observation results can be seen as follows:

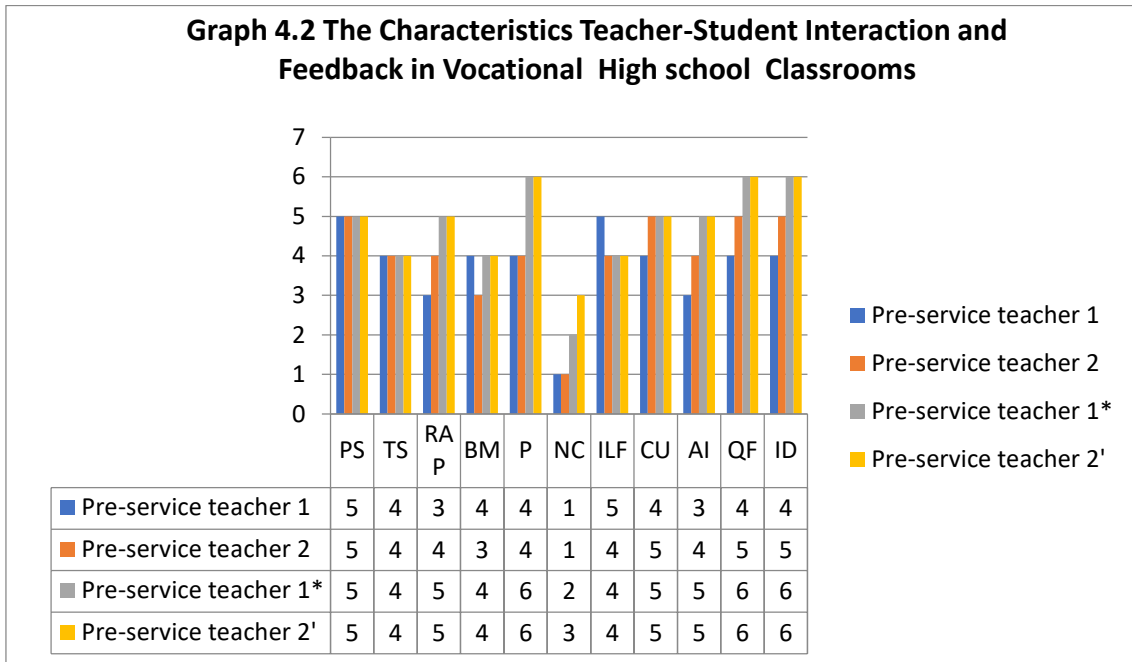
DIMENSION	School Teacher 1		School Teacher 2	
	Pre-service Teacher	Pre-service Teacher	Pre-service Teacher	Pre-service Teacher
	A	B	A	B
Positive Climate	5	5	5	5
Teacher Sensitivity	4	4	4	4
Regard for Adolescent Perspectives	3	4	5	5
Behaviour Management	4	3	4	4
Productivity	4	4	6	6
Negative Climate	1	2	2	3
Instructional Learning Formats	5	4	4	4
Content Understanding	4	5	5	5
Analysis and Inquiry	3	4	5	5
Quality of Feedback	4	5	6	6
Instructional Dialogue	4	5	6	6

Table 4.1 Observational Result

Table 4.1 shows the results of all categories or dimensions based on CLASS-S. The table shows the results of teacher-student interactions in the pre-service teacher 1&2 class.

As presented in Table 4.1 above,. The three domains in question are: emotional support, class organization and Instructional support and are further divided into 12 dimensions; in the table above, it is explained that the scores given by the two classroom teachers ranged from 1-2 (low quality),3 -5 (medium quality) and 6-7 (high quality). The average value given by the teacher is quite good; pre-service teachers 1 and 2 get high scores on the quality of feedback (QF) and instructional dialogue (ID) points, namely 6 (high quality). Both pre-service teachers also received an average score of 4-5 (medium quality) in several dimensions such as Positive Climate (PC), Teacher Sensitivity (TS.) Regard for Adolescent Perspectives (RAP), Behavior Management (BM), Productivity (P), Instructional Learning Formats (ILF), Content Understanding (CU), Analysis and Inquiry (AI).

Graph 4.2 The Characteristics Teacher-Student Interaction and Feedback in Vocational High school Classrooms



Note: CLASS-S scores: 1–2 (low range); 3–5 (middle range); 6–7 (high range). PC = Positive climate; TS = Teacher sensitivity; RAP = Regard for adolescent perspectives; BM = Behaviour management; P = Productivity; NC = Negative climate; ILF = Instructional learning formats; CU = Content understanding; AI = Analysis and inquiry; QF = Quality of feedback; ID = Instructional dialogue;

Based on the graph above, the most significant differentiator between pre-service teachers is the negative climate (NC) in the organizational support domain in each class. For example, at the time of learning in class, pre-service teacher 1 scored 1 and 2, which means the negative climate in the class is low and is classified as a conducive class. At the same time, pre-service teachers 2 got grades 2 and 3 so that the class was included in a moderate or high negative climate, such as disrespect for students, for teachers who teach, and student behavior that interferes with the learning process in class. the highest score on productivity, quality of feedback and instructional dialogue.

After the results of the scores were collected, the researchers discussed and confirmed the results with the pre-service teacher who taught, both of them agreed that the results of the assessment given by the teacher were the results that were under the condition of the class when they were teaching, the negative climate was relatively high in one class, so that it became an evaluation for the pre-service teacher so that such class conditions do not recur.

4.2 Discussion

4.2.1 The Characteristics Teacher-Student Interaction

In the results of this study, the highest score was obtained by Eileen & Lucie in the domain of instructional support, both of which were considered capable of providing good feedback. As a result, it is possible to conclude that the quality of interaction and feedback in class is satisfactory. The results show that pre-service teacher interaction in the classroom is seen when the pre-service teacher comes directly to each student's desk to provide feedback so that the teacher engages in interaction with students by facilitating and activating clear and in-depth learning objectives—understanding content, opportunities for self-regulation, and higher-order thinking, and feedback dialogue that expands student understanding.

Adequate scores were also found on the negative climate dimension in one of the teacher's pre-service classes (Eileen); the results show a relatively high negative climate (e.g., sarcasm, respect, anger and disrespect to the teacher explaining the material). Therefore the quality of teacher-student interaction and feedback is poor. As a result, students rarely answer the teacher's explanations and questions. According to

Vattøy & Smith (2019), an important aspect for student self-efficacy and perceived feedback in teaching EFL lies in the learning objectives and opportunities for further self-regulation. If students do not respond well, teachers and students will find it difficult to achieve learning objectives. In this case, the goal of feedback is more likely to include information about the criteria for achieving it than the general goal. The teacher can help students by clarifying learning objectives to increase commitment or achieve them through feedback. Goals can also be made more manageable or simpler by narrowing the range of plausible hypotheses Sweller, (1990). More generally, teachers themselves can create a learning environment in the classroom where students can develop self-regulation and error detection skills (Hattie, Biggs, & Purdie, 1996).

Emotional support and classroom organization were also rated well in the lower middle range for management and productivity, indicating the quality of teacher-student interaction in the classroom is regarded as satisfactory, were characterized by good behaviour and maximum study time with less free time and less negative behaviour in the classroom. (Lucy). Two dimensions for emotional support, positive climate and teacher sensitivity, were also assessed in the period between positive climate and teacher sensitivity, indicating those teacher responses and the social and academic environment developed from a positive climate characterized by close teacher-student intimacy. Class interactions and communication networks, according to Archer, Kerr, and Pianta (2015), are extremely complex. As a result, correctly observing and interpreting teacher-student interactions can be difficult. According to the results of this evaluation, Eleen and Lufie both perform well.

This study shows significant differences from previous studies Vattøy & Gamlem, (2020), by comparing the results of each domain in the study, This study showed the highest scores in emotional support, high scores for behavioural management and productivity of teacher-student interactions in the classroom, and low scores for negative climate, indicating that the quality of teacher-student interactions and feedback were good. Two dimensions for emotional support, positive climate and teacher sensitivity, were rated in the middle range. They are established where study time is maximized with less free time and less negative behaviour. Low scores for the instructional support domain indicate that struggles to engage in teacher-student interactions and feedback that facilitate and activate clear learning goals are insufficient across the four classes, such as deep understanding of content, opportunities for self-regulation and higher levels. —Thought dialogue and feedback. Teacher feedback to students broadens students' understanding.

4.2.2 Feedback In Vocational High school Classrooms

According to Kulhavy (1977), this demonstrates that feedback is not only a matter of reinforcement, but can also be accepted, modified, or rejected. Furthermore, feedback may not be sufficient to trigger further action. Furthermore, this is a problem because feedback is given by teachers, students, peers, and others. It can also be searched for by students, peers, and others, and detected by students without being accidentally sought after. Kluger and Denisi (1996) proposed that providing intervention feedback for tasks that support student learning and attention tends to produce appealing gains in achievement and performance.

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This study's discovery of the interdependence between feedback and teacher-student interaction dialogue supports the importance of extended feedback dialogue in improving student learning (Gamlem & Smith, 2013; Steen-Utheim & Wittek, 2017). However, previous research found that inquiry analysis, the dimensions for high-level questioning, problem-solving, and metacognition, were the lowest scoring dimensions in the domain of instructional support, which is consistent with previous research (e.g., Gamlem, 2019; Westergard et al., 2019), indicating the difficulty in facilitating self-regulation opportunities by paying attention to students' internal feedback through classroom dialogue as conceptualized I (Smith et al., 2016). However, the lowest score in this study was not on the instructional support domain, but on the organizational support domain. The results in this study are the latest results from a similar study as measured by CLASS-S.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter tells about the conclusion of the research finding and the recommendation for further research and the implementation of EFL teacher-student interaction in Vocational High School classrooms.

5.1 Conclusions

This study has several findings: First, Teacher–student interactions were characterized by mid quality of emotional support and high quality of instructional support, but relatively low quality of emotional support. Second, in one class of pre-service teacher a negative climate often occurs, in the learning process, it becomes less effective. Third a significant difference can be seen from the results of this study with previous studies, the highest and lowest quality, the high quality on emotional support, and the lowest on instructional support. From the findings of this study, the two pre-service teachers in providing interaction and feedback are a good evaluation for pre-service teachers who will become teachers in their schools.

5.2 Suggestion

By considering the findings and discussion of the results of this study, several suggestions were revealed for the institution or school, especially the vocational high school where this research was carried out, and several pedagogical ones. First, the

researcher would like to suggest that the school evaluate teachers in delivering material, especially in the interaction between teacher-students in the classroom how teachers talk to students to achieve learning objectives. It can adapt pre-service teachers for good teacher presentation according to the characteristics of the teacher's interaction. Second, the researcher suggests pedagogical training, especially for pre-service teachers, before practicing with the teacher to teach to interact well with students.



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APPENDICES

Data Transcription

Place : Grade 10 in Yogyakarta Vocational School

Duration : 1 hour 19 Minutes

T : Teacher

SS : Students

S : Student

Pre-service teacher 1(Ellen)

T: Before that, does anyone know what conditional sentences are? Does no one know?

S: I do not know, miss

T: That is the one in the back; please come forward; the seat in front is still empty

SS : Okay, miss

T: Yesterday, What verb does the simple present use?

S: verb one miss

T: who still remembers the simple future tense in its use?

Anyone talking?

S: will miss

T: Yes, that is right

T: One more example, what is the name behind? Can you help me make a sentence?

S:” If we meet, I will say hi” miss

Q: Well, it is really easy, right? Please note

S: did you understand?

T: Let me ask you a question, type 1 is marked with a?

S: Will,

T: Yes, that is right, why what? Will...

S: what will happen in the future, miss

T: Hanif, for type 2, what did you use?

S: Would,

T: why?

S: Because of verb 2

T: Now let us practise first, we will discuss it later, after that post-test, look at the sentence, what are the facts, what will happen in the future, you can see the type. Any questions?

S: I have not to miss

T: Please sit in your seats do the questions; I will look later to check.

S: Okay, miss

Pre-service teacher 2(Lufie)

T: Does anyone know the meaning of the past?

T: Past means that (the past) has happened, and the event happened

T: does anyone know an example of an adjective?

T: Suppose beautiful, what else? okay miss

T: The verb, run, what else?

S: Walk

T: Yes, it is true walking, studying,

T: Was using the subject plural or singular?

S: single

T: Yes, it is single.

T: For example, the name of the person Akmal uses was yah

T: Got it here?

T: Take notes first

T: Try mentioning one subject

S: We

T: If you are too fast, say yes

T: Let us practice first, okay?

T: I will call you later; I am still studying (Pre-service teacher reprimands students who play with cellphones)

T: What is this sentence? (The pre-service teacher approaches the student bench and asks about the practice questions)

S: Simple past,

T: yes, that is right

T: Changed the problem because students do not understand. No. 2 replaces simple past, no. Three replaces past continuous, and four replaces past perfect (after checking students' answers)

T: Those who can answer correctly can be rewarded (discussing joint practice questions)

T: No. 1 is the answer?

S: I found

T: right

T: Show your hand; what is the answer for number 3?

S: We won

T: Does it fit into the sentence?

S: Past tense

T: okay, right

Observation Score

Date Observation : 18 November 20221

Teacher 1 Name : Nursais

Teacher 2 Name :Prawata Utami

Class : Grade 11 in Vocational High School Yogyakarta

Teacher 1

DIMENSION	Teacher 1	
	Pre-service Teacher A	Preservice Teacher B
Positive Climate	5	5
Teacher Sensitivity	4	4
Regard for Adolescent Perspectives	3	4
Behaviour Management	4	3
Productivity	4	4
Negative Climate	1	2
Instructional Learning Formats	5	4
Content Understanding	4	5
Analysis and Inquiry	3	4
Quality of Feedback	4	5
Instructional Dialogue	4	5
Students Engagement	5	5

Teacher 2

DIMENSION	Teacher 2	
	Pre-service Teacher A	Pre-service Teacher B
Positive Climate	5	5
Teacher Sensitivity	4	4
Regard for Adolescent Perspectives	5	5
Behaviour Management	4	4
Productivity	6	6
Negative Climate	2	3
Instructional Learning Formats	4	4
Content Understanding	5	5
Analysis and Inquiry	5	5
Quality of Feedback	6	6
Instructional Dialogue	6	6
Students Engagement	5	5