

# **EFL TEACHERS' BELIEFS FOR CLASSROOM INTERACTION**

**A Thesis**

**Presented to Department of English Language Education as Partial  
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English Language Education**



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**APPROVAL SHEET**  
**EFL TEACHERS' BELIEFS FOR CLASSROOM**  
**INTERACTION**

By

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**RATIFICATION SHEET**  
**EFL TEACHERS' BELIEFS FOR CLASSROOM**  
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## STATEMENT WORK OF WORK'S ORIGINALITY

This thesis was originally written by me. I am responsible for the content in this thesis. I declare clearly that this thesis contains no other people's work or references without quotation.

Yogyakarta,  
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## **MOTTO**

*Embrace failure as a steppingstone to success.*

## **DEDICATION**

I dedicate this thesis to Allah SWT, who has given me strength, wisdom, and blessings in completing this final assignment. Then I dedicate this thesis to my parents and my young brother, who have always provided endless support, love, and prayers throughout my academic journey. and finally, I dedicate it to myself, as appreciation for the hard work, perseverance, and dedication that I have given in completing this academic journey.

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## **EFL TEACHERS' BELIEFS FOR CLASSROOM INTERACTION**

### **Abstract**

Teacher beliefs about classroom interaction greatly influence the interaction patterns that occur in the classroom. Therefore, this study aims to further identify EFL teachers' beliefs for classroom interaction and how these beliefs are reflected in their classroom interactions. Through observations and stimulated recall interviews, this research explores the dynamics of interactions between teachers and students and among students using the framework by Allwright and Bailey (1991). This study uses a qualitative method. The participant was one of the high school teachers in Yogyakarta. Findings indicate a significant gap between teachers' beliefs about classroom interaction and the actual teacher student's interaction she performed during teaching. Although teachers highlighted the importance of active engagement during her interview, opportunities for student engagement remain limited. This research highlights the frequent use of one-way interaction by teacher, question-and-answer sessions, and brief feedback, as well as the importance of informal interactions between students and structured discussions initiated by teachers. The implications of these findings indicate the need for ongoing professional development to improve teachers' skills in creating more interactive and student-centered learning environments. Understanding teachers' belief systems and their impact on classroom practice is critical to implementing effective educational innovations and improving student learning outcomes.

*Keywords: Teachers Beliefs, Classroom interaction, Qualitative Case Study,*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Interaction refers to a situation or activity in which all parties involved actively participate. In the educational context, classroom interaction refers to a learning approach in which teachers and students are involved in the teaching and learning process actively and interact with each other. According to Tsui (2010), classroom interaction involves between the teacher and learner, as well as among the learners themselves, within the classroom. Interactions between actors in the classroom are important, for example, in providing formative evaluation, giving feedback and in teacher–student relationships (Hattie, 2009). Through interaction, students can increase their language store as they listen or read authentic material from the output of their fellow students in discussion, problem solving tasks or dialogues (Rivers, 1987).

Williams and Burden (1997) highlighted the significance of teachers' deep-rooted beliefs regarding language learning and its influence on their classroom interaction. They argue that these beliefs have a greater impact on teachers' actions in the classroom compared to any specific methodology or course book they may be instructed to adopt. This implies that teachers' beliefs regarding language learning cannot be overlooked. Regardless of the instructional methods or materials provided, teachers' core beliefs about language acquisition permeate their instructional choices, classroom management strategies, and interactions with

students (Williams and Burden, 1997). Nevertheless, the belief implementation is dependent on the teachers' beliefs, or, in other words what teachers' beliefs are influential in the teaching and learning process (Johnson, 1994).

There are several studies that discuss teachers' beliefs and classroom interaction. Li Li and Steve Walsh (2011) investigated teachers' pedagogical beliefs about teaching and learning, presenting the pedagogical beliefs in classroom interactions of two teachers of EFL in secondary schools. Andrews (2010) investigated teachers' cognitions (their beliefs, feelings, and understandings) about subject matter, in this study, provides insight into the ways teachers understand and interpret course material, and how this influences teaching decision making and interactions with students. Zcharias (2003) presented the extent to which the international role of English is part of the belief system of teachers in Indonesia and what impact it has on actual classroom practice. Although there are studies that have investigated teacher beliefs and classroom interaction in schools in several countries, more studies of teacher beliefs and classroom interactions in the Indonesian context among high school students still need to be conducted to explore and enrich our understanding of these topics. In conveying this statement, I describe the results of in-depth reflection after undergoing an intensive reference search process, but still encountering limitations in the available literature.

## **1.2 Identification of the Problem**

In general, there is a mismatch between the stated beliefs of English as a Foreign Language (EFL) teachers in classroom interactions and the

implementation of actual teaching practices. This phenomenon has important consequences, where what teachers convey in classroom interactions does not always reflect what they do in the daily teaching process. These deficiencies create the potential for a gap between learner expectations and learning reality, which can hinder the effectiveness of English language learning. Therefore, this study aims to further investigate EFL teachers' beliefs for classroom interaction and how these beliefs are reflected in their classroom interactions, with the hope of providing useful insights for improving English language teaching practices in educational settings. Therefore, this present study will only focus on investigating the EFL teachers' beliefs during their interactions in the classroom.

### **1.3 Formulation of the Problem**

The problem can be formulated as follows: How are the EFL teachers' beliefs regarding interaction in the classroom reflected in their teaching practice?

### **1.4 Objective of the Study**

The objective of this study is to identify EFL teachers' beliefs about classroom interaction as manifested in their teaching practice.

### **1.5 Significance of the Study**

The findings of this study are intended to provide a practical, and empirical, contribution to the field of English education. Practically, this study contributes to helping teachers recognize the difference between what they believe and what they do in class. This information can help encourage deep reflection and introspection,

enabling teachers to critically evaluate their teaching process and seek ways to overcome these differences. Then empirically, this study contributes to our understanding of the field of English teaching and education. This study can provide a basis for further research on related topics, enrich understanding of foreign language teaching, and identify areas of research that are still not covered.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teacher's Beliefs**

Teachers' beliefs about teaching strategies and methodologies about foreign language teaching and learning impact their classroom management, curriculum, and instruction planning, as well as the expectations of learners. In fact, teachers develop a personal understanding, beliefs, and expectations about the direction, mission, and planning by a few comprehensive factors and elements. These elements include teachers' beliefs professional development through training, as well as their teaching and learning styles (Dos Santos, 2018).

Teacher beliefs can influence the way teachers decide on their teaching (Woods, 1996). Teachers' beliefs not only influence their teaching, but also filter new input, which shows an important impact on the implementation of educational innovations and teacher development (Mohamed, 2006). They also form a structured set of principles that are derived from school practices, a teacher's prior experiences, and a teacher's individual personality. Therefore, there is increasing recognition of the importance of understanding language teachers' underlying belief systems and their impact on their practice in the classroom (Borg, 2003).

In addition, teachers' beliefs refer to the rational basis for their actions, so that teachers teach in the classroom with actions that suit students' needs (Nespor, 2003). Shavelson and Stern (1981) stated that teachers' actions in the classroom are governed by their beliefs, and these beliefs often serve as filters for making

judgments and instructional decisions. Teacher beliefs provide a systematic justification process with which to plan, assess, judge, decide, accept, deny, or act.

Phipps and Borg (2009) and Abdi and Asadi (2015) state that teachers' beliefs about teaching and learning are influenced by their experiences as students and are formed while they are at university. These beliefs serve as filters for explaining new information, have a profound influence on teachers' instructional practices, are not always visible in their actions in the classroom, have a major impact on their teaching decisions, and greatly influence what and how they learn during their language teaching education.

Based on the above studies, it can be concluded that teachers' beliefs are affected by training courses, learning experiences, professional development, teaching experiences, and teaching practices. Teachers use their previous beliefs for teaching and learning and these beliefs impact on what they learn and how they learn them in their teaching programs.

## **2.2 Classroom Interaction**

School and classrooms are complex social environments. They consist of different groups of people interacting with each other in various ways. Identities, perception, and values of these groups are made up by the individuals. Teaching and learning will naturally be affected by these features. The clearest situation in which the influence of these factors can be observed is in the patterns of communication interactions between teachers and students and between students and other students (Hitchcock and Hughes, 1989).

The study of classroom interactions is the study of communication system. In the case of classroom research, interaction analysis usually involves the analysis of spoken language as it is used in a classroom between teacher and learners. Spoken language is also an important part of the identities of all participants (Allwright and Bailey, 1991). Moreover, Allwright and Bailey (1991) argue that research in classroom interaction is distinct, for example, research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the outputs from the classroom (learner test scores). English teaching and learning need interaction between a teacher and students. Teacher and students interact during the learning process such as sharing the knowledge, ideas, point of view, task, exercise, and many more to the learners. The interactions happened in the classroom is the essential part of the teaching and learning activity (Allwright and Bailey, 1991).

Classroom interaction is essential for the success of teaching and learning process. Talking about classroom interaction means that we talk about activities of teacher and students and the language used by the teacher and students in teaching learning process especially in the foreign language class. Sinclair and Coulthard (2001) found that classroom is perceived as a convenient place where teachers ask questions that they already know the answers, a place where pupils have very limited rights as speakers, and a place where evaluation by the teacher of what the students say is a vital mechanism in the classroom interaction (McCarthy, 1991).

### **2.3 Previous Study**

There are many studies about the teachers' beliefs and classroom interaction

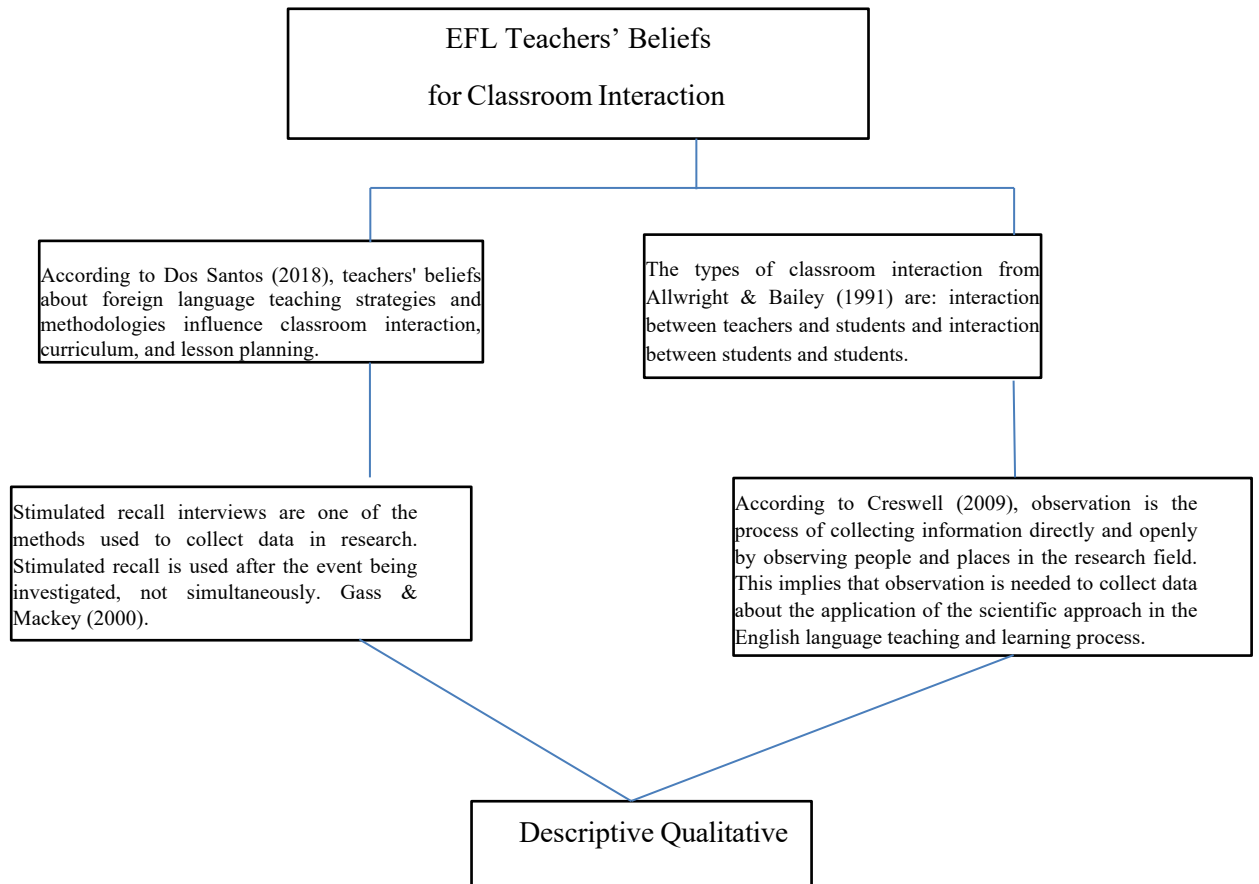
in EFL learning. The study from Li li and Steve Walsh(2011) about EFL Teachers Beliefs through Classroom Interaction. This research used the observation to a video recording of a single lesson, followed by conducting semi-structured interviews with each teacher. The finding of this research is the methodology that combines interview and classroom data is better equipped to reveal the significant relationship between stated beliefs and interaction. The study argues that beliefs, which play a central role in understanding professional practice, cannot be fully comprehended when examined in isolation using only interview or questionnaire data, for instance.

In another study Petek (2013) is concerning a qualitative case study of a native and a non-native English teacher in class applications. In this research, the researcher involved the participation of two experienced English teachers, one native and one non- native. Data collection for the study included audio recordings of four lessons, two from each teacher, as well as semi-structured interviews. The transcripts of the interviews underwent content analysis as part of the research process. The finding is that the display questions (questions that display information that is already known) are more widely used than referential questions (questions that lead to new understanding or additional information). This finding is consistent with the results of previous studies in the literature (Long and Sato, 1983; Cullen, 1998; Walsh, 2002; Shomoossi, 2004; Choudhury, 2005; Matsumoto, 2010). However, a distinguishing finding from this study was teachers' tendency to overuse display questions even though they were aware of the communicative value of referential questions.

## **2.4 Conceptual Frameworks**

English language teaching learning takes place in communication between teachers and students and interactions between students in the classroom. Class interaction is one of the most important areas in the development of the English language learning. Allwright and Bailey (1991) stated that interaction between teachers and students create a shared data set. This also creates a reciprocal relationship understanding of their role and expectations of their participation as a member their class. Interaction can develop students' communication skills and help EFL learners learn the target language easily (Hall, 2001). Keeping this in mind ideas, knowledge about student competencies and classroom interactions are an important thing for teachers who have a major role in the teaching and learning process.

After having conceptual literature review, the researcher applied a conceptual framework from Allwright and Bailey (1991) because it presents two types of interactions in the classroom, namely interactions between teachers and students and interactions between students and students. The conceptual framework displayed below.



## **CHAPTER III**

### **RESEARCH METHOD**

This study is qualitative research with observation and interview to collect data about teachers' beliefs for classroom interaction. This design was chosen because the researcher aims to analyze whether there are some discrepancies on teachers' beliefs on classroom interaction and their real interaction in the class. This is also supported by the statement of Cresswell (2012) that qualitative study is appropriate research in overcoming the problems faced by researchers to find variables and reveal them. The purpose of this research is to analyze the EFL teachers' beliefs with their interactions in the classroom.

#### **3.1 Data Preparation**

To conduct this study, an EFL teacher at senior high school in Yogyakarta has been recruited. To obtain the data, the researcher has directly observed the teaching and learning progress in that classroom. There are some points that researchers need to consider in data collection such as, setting participant, types of data, consent form, and data sources.

##### **3.1.1 Setting and Participants**

The participant was a teacher at a senior high school in Yogyakarta. The research focus was on EFL teacher' beliefs about classroom interaction between the teacher and the learner, between the learners and the subject matter. Here, we focus between the beliefs expressed by EFL teachers in classroom interactions and the

actual teaching process that is observed in real terms.

The process of the recruitment of the participant used purposive sampling method because I have set the criteria, which consider the purpose of this study. The inclusive criterion for the participants to partake in this study includes those who have teaching experience in teaching English as a Foreign Language (EFL) for at least 5 years. The reason behind including the qualification that participants must be EFL teachers with a minimum of 5 years of teaching experience is to ensure that participants have a strong understanding of the challenges, strategies, and dynamics of teaching English.

My research participant was a teacher who has 7 years teaching experience, with details of teaching at one of a high school in Yogyakarta for 4 years, in Bangkok for a year and in southern Thailand for 2 years. From now until the end of this study, I will refer to the teacher by the initials AS.

### **3.1.2 Types of data**

The type of data used in this research was qualitative data from interview and observation which were collected from recording. The data were in the form of text instead of numbers.

## **3.2 Data Collection Technique**

The data used in the study are collected from an observation followed by a stimulated recall interview. Observation will be made directly in the classroom to record verbal and nonverbal interactions between teachers and students, teaching

strategies used, as well as general dynamics in the learning environment. While interview is used to collect data about the beliefs of EFL teachers regarding teaching and classroom interactions. To provide a clear focus for reflection and discussion, classroom observations took place before individual interviews. Classroom observations were video recorded, with the focus on the teacher and the classroom activity, rather than on individual. These recordings were then transcribed and analyzed.

### **3.2.1 Observation**

In this study, the researcher observed the class taught by the EFL teachers at the modern Islamic boarding school on May 8<sup>th</sup>2024. The observation was completed in just one session at one of the modern Islamic boarding school in Yogyakarta. This observation aims to investigate the frequency and type of interactions that occur in the learning context in the class. The researcher observed the EFL teacher and students while studying in the eleventh grade (second grade of senior high school) on the same day as the teacher interview.

### **3.2.2 Interview**

In this research, researchers used one-on-one interview as data collection. Creswell (2012) explains that one-on-one interviews are ideal for interviewing participants who do not hesitate to speak, are articulate, and can share ideas comfortably. The researcher interviewed an EFL teacher at a modern Islamic boarding school. The interview was completed took place face-to-face. During the

interviews the researcher explored the teachers' views and experiences in the context of English language learning. The interviews focused on teachers' understanding of effective interactions between teachers and students, as well as the role of interactions between students in English language learning. The interview process was conducted in Bahasa Indonesia, so the researcher needed to translate the data obtained into English. The sample of interview transcription is in table 4.1.1.

*Table 4.1.1 Example of Interview Transcript*

Transcription	
Participant	: AS (Teacher)
Place	: at a modern Islamic boarding school in Yogyakarta
Date	: Wednesday, May 8 2024
Time	: 11.20 – 12.00
I	: Interviewer
R	: Respondent

Subject	Component	Transcription	Codes
I		<b>How do you feel about your recent teaching experience?</b>	

R	<p>“Every time I teach, I'm always nervous, especially when this becomes data material for someone's thesis, it's even more exciting. Why am I nervous when teaching? <u>I always worry about the students' mood, whether they are enthusiastic to be involved or not. Because children's moods are hard to predict.</u>”</p>	Teacher's Belief
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### 3.3 Research Instrument

In this study, a qualitative study was used to observe the teachers' beliefs in teaching English in the EFL classroom interaction. This observation was carried out to see how interactions in the classroom took place, including how students communicated with the teacher and fellow students.

*Table 3.3.1 Observation Checklist*

Classroom	Definition	Tally	Time	Description
Interaction				

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<b>Teacher – Student</b>	Teacher-student interaction refers to the communication and engagement that occurs between teachers and their students in the classroom setting (Allwright and Bailey, (1991)).
<b>Student - Student</b>	Student-student interaction refers to the communication and collaboration that occurs among students within a classroom or learning environment (Moore, et al., (2016)).

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After the observation was completed, this activity was continued with a recall interview for reflection, with the aim of analyzing the actions carried out in the classroom factually and comparing them with the statements expressed during the interview. Apart from reflection, this interview was also conducted while asking several questions, which aimed to find out the extent of the teacher's understanding in managing the classroom.

*Table 3.4.2 Stimulated Recall Interview question*

<b>Construct</b>	<b>Component</b>	<b>Interview Question</b>
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Li li and Steve Walsh, (2011).	General reflection	<i>How do you feel about your previous teaching  practice?</i>
	Guidelines to teaching	<i>Why did you do such activities?</i>
	Understanding about EFL teaching in Indonesia	<i>What are the main challenges with curriculum changes in encouraging classroom interaction?</i>
	A good language teacher	<i>What do you do to improve your teaching performance?</i>
	Important and difficult parts in eaching	<i>What are some important and difficult parts of teaching an EFL class?</i>
	Class organisation	<i>In your opinion, how important is the use of group work in EFL teaching learning?</i>

### **3.4 Data Analysis Technique**

The first step in the analysis process is to collect all data from observation notes and interview. After the data was collected, the next stage is to read all the data to gain an initial understanding. Next, the transcription process was carried out to convert observation and interview notes into written form that could be analyzed more carry on. Transcript is the process of changing data from spoken form to written form (Barkhuizen et al., 2014). From the transcribed data, researcher used thematic data analysis methods. The perfect steps for conducting thematic analysis include five steps: (1) transcribing data, (2) coding, (3) analyzing and thematizing data, (4) compiling findings, and (5) writing a report (Braun & Clarke, 2006). In the process of data transcription, recorded interview was carefully converted into written text. Once transcription was complete, recordings were rechecked to ensure accuracy, and the transcribed data was stored securely for further analysis. The coding process involved reading the transcript data to identify themes, creating initial codes for important segments, and applying them to relevant sections. Once codes are applied, the data is grouped into broader categories, revised if necessary, and analyzed to identify significant patterns or themes. In the process of analyzing and thematizing data, researcher read transcripts to identify initial themes, group relevant data into broad categories, and analyze patterns or relationships within each theme. In analysis process, researcher determined themes independently without referring to external constructs, because this approach allowed researcher to directly identify and understand themes that emerged from observational data without bias or influence from a particular theoretical framework. Thus, this analysis better

reflects my personal interpretation of the data collected, providing insights that are more authentic and appropriate to the research context. In the process of compiling findings, the researcher collects and summarizes the main findings from the data that has been analyzed, arranges them systematically, and prepares a final report that presents the findings in a clear and structured manner.

Thematic analysis aims to analyze data by coding themes that are appropriate to the research questions and objectives (Barkhuizen et al., 2014). In this research, all steps of thematic analysis were carried out to ensure that the research findings could be properly maintained.

### 3.4.1 Coding and Thematizing

According to Saldaña (2013), coding is the process of abstracting and labeling, for the purpose of pattern identification, any portion of a transcript. In this case, the researcher creates the code system for all of data that have collected namely transcript interview.

*Table 3.4.1.1 Coding*

<b>Data Sources</b>	<b>Coding</b>	<b>Sampling</b>
<b>Observation</b>	O/T/OWTI/UETI/EXCERPT	‘O’ (for observation)
	1	means the data was gathered from observation, ‘T’ for the teacher , ‘OWTI’ is the theme which is

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abbreviation from One Way Teacher Interaction, 'UETI' means it is Understanding about EFL teaching in Indonesia, 'Excerpt 1' means it is from interview transcript line 1.

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<b>Interview</b>	I/AS/CITR/CB/1	'I' (for interview) means the data was gathered from interview, 'AS' for the name of participant, 'ITR' is the theme which is abbreviation from Classroom Interaction is Teacher's Responsibility, 'CB' is the sub-theme which is abbreviation from Capacity Building, '1' means it is from interview transcript line 1.
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Thematizing is important in qualitative research because it helps researchers to organize, summarize, and understand patterns that emerge from the data collected. By developing main themes from the data, researchers can explore and present findings systematically and coherently (Warren, 2002). Therefore, the researcher clarified the data collected through interview into several themes which were broken down into more specific subthemes. This helps in uncovering deep meaning and understanding the context better in the study.

**Table 4.1.3** *Thematizing*

Theme	Theme code	Sub-theme	Sub-theme code
<b>Teacher – Student Interaction</b>	TSI	-Instruction from Teacher to Students	ITS
		-One Way Teacher Interaction	OWTI
		-Question and Answer Interaction	QNA
<b>Student – Student Interaction</b>	SSI	-Feedback from Teacher to Student	FTS
		-Formal or Discussion Interaction	DI
		-Informal Interaction	II

<b>Student of the Centred Learning Classroom</b>	SCL	-	-
<b>Interaction is Teacher's Responsibility</b>	CITR	-Relevant Materials	RM
		-Varies Method	VM
		-Capacity Building	CB
<b>General Reflection</b>	GR		
<b>Understanding about EFL teaching in Indonesia</b>	UETI		
<b>A good Language teacher</b>	GLT		
<b>Important and difficult part in teaching</b>	ID		
<b>Class organisation</b>	CO		

### **3.5 Trustworthiness**

According to Morrow (2005), the paradigmatic foundations that are relevant to a particular discipline are directly related to the reliability of qualitative research. Certain procedures are used to ensure a reliable and basic research methodology in completing case studies in the field. Lincoln and Guba (2000, as referenced in Morrow, 2005) attribute the reliability of qualitative research to different paradigms. Therefore, methods to ensure credibility, dependability, confirmability, and transferability are used.

In this research, to ensure credibility, data triangulation was used. Triangulation is carried out by matching interview results, observation results, and observation notes, so that a deeper and more comprehensive understanding of the phenomenon under study is obtained. The data obtained was recorded and analyzed descriptively to ensure that the data produced was credible. Dependability is maintained by recording and documenting the entire research process through an audit trail, so that research can be replicated, and the results are consistent. The transferability of this study aims to investigate EFL teachers' beliefs and how these beliefs are implemented in classroom interactions, with the hope of providing useful insights for improving English language teaching practices in educational settings, as well as ensuring the reliability and relevance of the findings in various educational contexts. The contextual characteristics of this study are described in detail to allow readers to consider the applicability of the findings in other settings. This research focused on high school students through an observational study, so it may not be

generally applicable because the results may differ. However, this research will be useful for researchers or teachers who teach EFL learners in high school contexts. Observations were carried out by recording class activities using an observation checklist to identify how much interaction was carried out, both between teachers and students and between students. Meanwhile, interview was used to collect data about EFL teachers' beliefs regarding teaching and interaction in the classroom. By ensuring that the interview process is conducted carefully, researcher can increase the reliability of interview results and, thereby, improve the quality and validity of the research. Steps to avoid researcher bias and ensure objectivity were also implemented, so that findings could be confirmed based on the participants in the study.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1 Findings**

This section mentions the main findings that researcher found when conducting this research regarding EFL teachers' beliefs for classroom interaction: an observational and interview study. In this research, researcher conducted classroom observations to identify the types of interactions that took place in the classroom. Furthermore, interview with the teacher were conducted to review teacher understanding and compare the interactions that occurred in class with the statements conveyed by the teacher.

##### **4.1.1 Teacher Student Interaction**

In this study, the researcher utilized the perspective of Allwright and Bailey (1991), who categorized classroom interactions into two types: teacher-student interactions and student-student interactions. For teacher-student interactions, I identified four sub-themes: one-way interactions from teachers, question-and-answer interactions, teacher instructions to students, and feedback from teachers to students. Findings are presented in order of frequency, starting from most common to least common. One-way interaction from the teacher is the most frequently found interaction in this research, especially when the teacher stands in front of the class to explain the material being discussed. This interaction occurred 41 times, occasionally punctuated by questions from the teacher which were then answered briefly by the students.

"... Now we will study explanation text. In general, explanation text is used to explain how something works or why a phenomenon occurs." (O/T/OWTI/UETI/Excerpt 1)

Question and answer interactions were the second most frequent type of interaction, 31 times. Teachers often ask students questions, but only a small number of students actively participate, and their answers are often short and lacking in depth. Some students showed unenthusiasm by avoiding or ignoring the teacher's questions, which seemed to hinder the goal of question-and-answer interactions in increasing students' awareness as well as critical thinking and problem-solving skills.

"Can anyone provide an example of an action verb?" and student X replies, "Erupt." The teacher then responded, "Erupt, yes, you can." (O/T&S/QNAI/CO/Excerpt 2).

"Ma'am, is this oral or written?" to which the teacher responded with, "It's oral, but you can bring notes if you're not sure of your understanding." (O/T&S/QNAI/CO/Excerpt 3).

This kind of question-and-answer interaction occurs a lot in the classroom, making it more common than other forms of interaction. Instructions from teachers to students are not found very often, with a lower frequency of instruction compared to other types of interactions. Teacher usually gives instructions at the initial stage of learning, such as telling students to tidy up their desks, wipe down the blackboard, and asking one of the students to lead a prayer to open the learning session. During the learning process, the teacher also directs students to form small groups consisting of four members to explain the process of a certain phenomenon, such as the formation of a rainbow. Among the various types of interactions

observed, interactions involving feedback from teachers to students are the least common. Observation show that this type of interaction mainly occurs during discussions, where after giving instructions to students about a group assignment, the teacher immediately checks the students' desks to assess their understanding and monitor their progress on the assignment. In addition, the teacher provided brief feedback to each student, highlighting the use of less frequently used vocabulary in their responses.

"The vocabulary of H ya... 'Indestructible'... is similar to the eternal figure of speech, this word, if translated into Indonesian, means unshakable." (O/T/FTS/UETI/Excerpt 4)

#### **4.1.2 Student and Student Interaction**

In analyzing interactions between students, I carried out an independent classification and divided them into two main themes, namely formal interactions or discussions and informal interactions. Informal interaction refers to communication that occurs outside the context of formal lessons. Observations showed that students frequently engaged in informal interactions, which often occurred through whispers or brief conversations. For example, there was an incident where a student showed a picture of a Korean actor to her friends, which was then followed by soft laughter. This incident occurred when the teacher was explaining material in front of the class, and this kind of interaction had a high frequency, comparable to the frequency of discussions in class. In terms of discussion interactions, I found that students were more likely to engage in discussions when the teacher initiated or monitored their activities. Students usually engage in discussions relevant to the learning material when encouraged by the teacher or when the teacher is interacting with them at the table. However, when the teacher moves to another table, some students tend to shift into conversations unrelated to the learning

material.

#### **4.1.3 Teacher's Beliefs for Classroom Interaction**

After observing and recording learning activities and interactions between teachers and students, as well as between students, I conducted interview with teacher AS to confirm the activities and interactions observed in previous classes. Based on interview, teacher AS believes that interaction is very important in the learning process. According to her, student interaction greatly influences the learning process. Teacher AS argue that the learning process cannot be one-way; An effective learning process requires dynamic interaction between teachers and students, as well as between students and other students.

“When studying, I want all students to be involved in my learning. Because when they (students) participate actively, they will better understand and remember what they learn.” (I/AS/SCL/GLT/Excerpt 5)

“Every time I teach I am always nervous, because when I teach, I am always worried about the students' mood, whether they are enthusiastic to be involved or not. Because children's (students') moods are difficult to change. forecast.” (I/AS/CITR/ID/Excerpt 6)

Teacher AS believe that active interaction between teachers and students can help clarify concepts that are difficult to understand. Through discussions and questions and answers, students can deepen their understanding of the subject matter. This can be seen from the statement of the teacher AS who stated that when students participate actively, they tend to better understand and remember what they learn.

“The hardest part of teaching for me is: How do I make sure students are engaged in learning?” (I/AS/CITR/ID/Excerpt 7)

According to teacher AS, no matter how difficult the challenges are in involving students in the learning process, teachers must still try as much as possible to achieve student involvement. Teacher AS believes that student involvement in classroom interactions is a teacher's pedagogical obligation, as this is very important in creating an optimal learning environment and improving student learning outcomes. Teacher AS also consider that student involvement is an integral part of their responsibilities in the teaching process, so they prioritize student involvement above the material presented. Teacher AS stated that he really cared about student involvement in classroom interactions as an important component in the teaching and learning process. Therefore, she continues to strive to increase student engagement through various effective learning strategies. Teacher AS emphasized that creating interaction in the classroom was his responsibility. To this end, he makes various efforts to improve the quality of her teaching and create a more interactive and effective learning environment.

"I try to improve my teaching performance in various ways, one of which is by looking for lots of references." (I/AS/CITR/CB/GLT/Excerpt 8)

There are three efforts made by teacher AS to improve their competence in teaching, namely through increasing capacity, using varied methods, and utilizing relevant material. In terms of capacity building, teacher AS strives to improve her skills and abilities in building positive interaction dynamics and encouraging active student participation. This includes teacher AS' efforts to improve her teaching

performance, one of which is by looking for lots of references. Teacher AS also actively participates in training, seminars, and watch YouTube videos relevant to the field of education to continuously update and expand her knowledge and pedagogical skills. By participating in this activity, teacher AS obtains the latest information about innovative teaching techniques, effective classroom management strategies, and the latest methodologies that can be applied in the teaching and learning process. Teacher AS stated that the experience and insight gained from the training could improve the quality of their teaching and better meet the needs and challenges faced in the classroom, including in building interaction in the classroom.

“One of my goals in placing students in groups is for them to discuss, and with that discussion they will at least understand what they learned today.” (I/AS/CITR/VM/CO/Excerpt 9)

"Therefore, I don't always just teach theory, but also invite students to come and create their own texts based on real situations around them." (I/AS/CITR/VM/GLT/Excerpt 10)

To build interaction in the classroom, teacher AS also try to use various methods to create a dynamic and interesting learning environment. She employs a variety of teaching techniques, such as group discussions, role-playing, and collaborative projects, to encourage active student engagement. In addition, teacher AS also utilize educational technology, such as digital-based learning tools and interactive applications, to enrich learning experiences and facilitate more effective interactions. By applying a variety of methods, teachers can reach various student learning styles and increase their participation and involvement in the learning process. Finally, teacher AS also believe that one of the most important ways to

improve teaching performance is to put oneself in the shoes of the student. She realized that the material presented could not always be applied practically in real life. Therefore, teacher AS often relate the material taught to real situations around students, such as creating texts based on real life situations.

"The most important thing for me in teaching is connecting the material with real life, because when students see how the material, they study is directly related to everyday life, they tend to be more interested and motivated." (I/AS/CITR/RM/GLT/Excerpt 11)

"For example, when we learn new vocabulary or grammar, I relate it to real situations such as discussing hobbies, planning a trip, or doing a simulated job interview."(I/AS/CITR/RM/UETI/ Excerpt12)

Teacher AS argues that material related to real life can help students understand that English is not just a theoretical concept but can also be used as a practical tool to solve problems facing society. By relating the material to a context that is familiar to students, they are more motivated to participate in class activities, such as speaking, discussing, or writing, because they see how the English skills they learn can be applied directly in real situations.

## **4.2 Discussion**

This part discusses the main findings of this research in the context of the existing literature, with the aim of interpreting the results obtained and evaluating their implications for relevant theory and practice. In the finding section, there is a gap between teacher AS's beliefs that students should be the center of learning and actual practice which is dominated by one-way interactions. Even though teacher AS believes that active interaction is important, observations of actual classroom interactions show that opportunities for students to be actively involved are still

limited. The findings from this research also show that one-way interaction from teacher AS is the most frequent form of interaction in the classroom. Nonetheless, this high frequency of one-way interactions suggests that there is potential to increase student engagement through more interactive methods. This is in line with previous literature showing that long lectures often reduce student engagement (Gorter, 2013).

Teacher AS also consider the responsibility to build interaction in the classroom as an integral part of their work. Teachers' efforts to improve teaching skills through training, seminars, and recent resources demonstrate their commitment to improving teaching practices. This shows that teachers are aware of the importance of continuous learning in improving their pedagogical skills. Greene (2006) supports the importance of ongoing professional development in improving the quality of teaching. In terms of varied methods, teachers use a variety of techniques to increase classroom dynamics and student engagement. The use of techniques such as group discussions, role playing, and educational technology demonstrate efforts to create a more interesting and effective learning environment. The use of varied methods can increase student participation (Hattie, 2009). Lastly, teaching material that is relevant to everyday life is a strategy implemented by teachers to increase student motivation. Relating course material to real context helps students see practical applications of what they are learning, which can increase their engagement and motivation. Research by Rivers (1987) shows that the relevance of learning material to students' daily experiences can increase their engagement and learning outcomes.

Informal interactions between students occur with quite high frequency, even outside the context of formal lessons. For example, students often engage in casual conversation or light discussion during class, which appeared to be positive as they were encouraged to interact with each other. This shows that students' social needs need to be considered in the learning process. More structured interactions usually occur when the teacher actively directs or monitors student interaction. This emphasizes the important role of teachers in facilitating and motivating students to participate in meaningful discussions. When teachers provide clear instructions and continuously monitor discussions, students are more likely to stay focused on the lesson material and be actively engaged. Greene (2006) states that teacher quality and continuous professional development play a very important role in increasing student learning achievement.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter provides a summary of the key findings and offers recommendations for future research on teacher identity and inclusive education.

#### **5.1 Conclusion**

By using the observation method followed by stimulated recall interviews, this research was successfully completed by finding two main results, firstly how the conditions of interaction in the classroom work and secondly how teachers' beliefs are reflected in the actual teaching process. Research findings reveal a striking gap between teachers' beliefs that students should be at the center of learning and actual practice in the classroom. This research also highlights teachers' dedication to improving their pedagogical practices through ongoing professional development. This commitment reflects the teacher's recognition of the need to improve his teaching skills and adapt his methods to create a more dynamic learning environment. Overall, although teachers are making progress toward more interactive and relevant teaching practices, there remains a need to bridge the gap between their beliefs and actual classroom interactions. Continued emphasis on professional development and innovative teaching strategies will be critical in aligning practices with pedagogical beliefs and increasing student engagement.

#### **5.2 Suggestion**

This research provides additional information for other researchers who are

interested in conducting further research in related fields, especially EFL teachers' beliefs in context senior high school. Based on this research, I would like to share some suggestions to improve furthermore study about EFL teachers' beliefs. One observation can indeed provide data of teacher-students and students-students interaction patterns, but because teachers deliver different material each week, observing more than one meeting can enrich the types of interactions seen in the classroom.

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## APPENDICES

### Appendix 1. Permit Letter



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Tanggal : 11 Januari 2024  
Nomor : 018/DEK/70/DAA/1/2024  
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Ibu Afrita Nur Rahmawati  
Kepala Sekolah SMA BIAS Yogyakarta

*Assalamualaikum Wr. Wb*

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

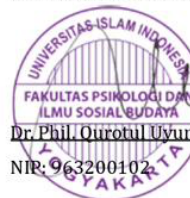
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Program Studi : Pendidikan Bahasa Inggris  
Pembimbing : Anandayu Suri Ardini  
Judul Skripsi :

**"EFL Teachers' Beliefs for Classroom Interaction"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*Wassalamualaikum Wr. Wb*

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
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*[Signature]*  
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## Appendix 2. Draft of Observation Checklist and Interview Question

Types of Student - Student Interaction				
No	Frequency of Interaction	Type of Interaction	Description	Time
1	27	Informal interaction	<p>Pada saat guru memasuki kelas sebelum pelajaran dimulai, beberapa siswa masih terlibat dalam percakapan ringan.</p> <p>Siswa A membangunkan siswa B yang nampaknya ia tidur Ketika pelajaran</p> <p>Siswa A terlibat dalam percakapan dengan Siswa B sambil tertawa.</p> <p>Siswa E terlibat dalam percakapan dengan Siswa F sambil tertawa.</p> <p>Siswa A dan B terlibat dalam percakapan dengan Siswa C sambil tertawa.</p> <p>Siswa I dan J saling berbisik</p> <p>Siswa I, J, K, dan L saling berbisik dan tertawa ringan</p> <p>Sejumlah siswa terlibat dalam percakapan ringan sambil melirik ke perangkat elektronik milik salah satu siswa, yang saya yakin berada di luar konteks pembelajaran.</p>	<p>00.00 – 00.20</p> <p>09.22 - 09.34</p> <p>09.34 – 09.45</p> <p>24.05 – 26.16</p> <p>13.23 – 14.02</p> <p>13.23 – 13.30</p> <p>16.20 – 17.09</p> <p>44.17 – 45.05</p>
2	28	Discussion	<p>Siswa A dengan siswa C berdiskusi terkait proses terjadinya kupu-kupu</p> <p>Siswa D dengan siswa E berdiskusi tentang apa Bahasa Inggrisnya kepompong.</p> <p>Siswa F,G dan H berdiskusi terkait tugas yang telah diinstruksikan guru</p> <p>Siswa A dengan C berdiskusi sambil membuka gadget</p>	<p>10.30 – 10.45</p> <p>10.45 – 10.55</p> <p>11.15 – 15.26</p> <p>22.23 – 27.01</p>

			Siswa menyajikan hasil dari diskusi yang telah dilakukan dalam tugas kelompok mereka masing-masing.	27.01 – 45.18
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<b>Types of Teacher - Student Interaction</b>				
<b>No</b>	<b>Frequency of Interaction</b>	<b>Type of Interaction</b>	<b>Description</b>	<b>Time</b>
1	17	Instruction	<p>Sebelum pelajaran dimulai, guru menginstruksikan siswa untuk merapikan meja mereka, menghapus papan tulis dan kemudian memimpin doa untuk memulai sesi pembelajaran.</p> <p>Guru menginstruksikan siswa untuk membuat kelompok dengan masing-masing kelompok berisi 4 orang</p> <p>Guru menginstruksikan setiap kelompok untuk menjelaskan proses terjadinya suatu fenomena, misalnya proses metamorfosis kupu-kupu.</p> <p>Guru memberikan instruksi kepada setiap siswa untuk menyampaikan dua kosa kata asing yang mereka temui dalam merumuskan penjelasan mengenai proses terjadinya suatu fenomena.</p>	<p>00.20 – 02.20</p> <p>09.45 – 10.30</p> <p>10.55 – 11.15</p> <p>15.30 – 15.50</p>
2	33	One way teacher interaction	<p>Interaksi ini bersifat teacher center saat dimana guru menjelaskan tentang apa itu teks explanasi dan kegunaannya</p> <p>Diakhir pelajaran guru mengulas Kembali tentang apa yang telah dipelajari hari itu.</p>	<p>02.20 – 07.15</p> <p>48.20 – 57.23</p>
3	41	Question – answer interaction	Guru mengajukan pertanyaan yang berkaitan dengan teks ekspansi dan Siswa merespon pertanyaan guru dengan jawaban yang relevan.	07.15 – 09.22

			<p>Siswa A mengajukan pertanyaan mengenai apakah tugas kelompok mereka harus disampaikan secara lisan atau tulisan, dan guru menjawab bahwa tugas tersebut harus disampaikan secara lisan.</p> <p>Guru memantau pemahaman siswa terhadap instruksinya dengan mendatangi meja masing-masing siswa dan bertanya mengenai pemahaman mereka secara individu.</p> <p>Guru menanyakan apakah ada yang ditanyakan dari materi pelajaran hari itu dan siswa menjawab tidak ada.</p>	<p>11.20 – 11.25</p> <p>15.26 – 22.23</p> <p>47.02 -</p>
4	14	Feedback	Guru memberikan umpan balik kepada setiap kelompok dan individu yang telah menyampaikan dua kata asing sebagaimana diminta.	30.29 – 44.29

## Appendix 2.2 Draft Interview Question

### Interview Question

1. Bagaimana perasaan anda saat mengajar?
2. Apa alasan Anda melakukan kegiatan tersebut pada proses pengajaran sebelumnya?
3. Apa tantangan utama yang Anda hadapi dalam mengelola kelas dengan adanya perubahan kurikulum?
4. Menurut Anda bagian apa yang paling penting dan sulit dalam mengajar?
5. Apakah menurut Anda kerja kelompok itu penting? Jika ya, mengapa?

Notes: Pertanyaan dikembangkan sesuai dengan jawaban dari guru

## Appendix 2.3 Interview Data Tr

Interview				
No	Type of Question	Question	Answer	
1.	General Reflection	<p>“Bagaimana perasaan ibu tentang ngajar barusan?”</p> <p>“Bagi ibu sendiri apakah interaksi di dalam kelas itu mempengaruhi mood mengajar?”</p>	<p>“Saya setiap mengajar itu selalu degdegan, apalagi ini menjadi bahan data untuk skripsi seseorang ini lebih degdegan lagi. Kenapa saya degdegan ketika mengajar itu saya selalu worry terkait mood siswa, apakah mereka semangat untuk terlibat atau tidak. Karena mood anak-anak susah ditebak”.</p> <p>“Pasti sangat berpengaruh, karena menurut saya mengajar itu tidak bisa hanya satu arah. Maka dari itu kalau hanya saya aja sebagai guru yang terlibat dalam interaksi di dalam kelas sedangkan siswanya kurang terlibat pasti saya akan sedih apalagi saya orangnya sensitif dengan melihat ekspresi siswa yang kurang bersemangat aja saya merasa mood saya menurun. Ketika mengajar”</p>	<p>Interaction is teachers' responsibility</p> <p>Student center of learning</p>
2.	Guidelines to teaching	<p>“Tadi kan ibu membagi siswa menjadi beberapa kelompok, apakah itu salah satu upaya ibu untuk encourage interaksi siswa?”</p> <p>“Selain membagi menjadi kelompok biasanya aktivitas</p>	<p>“Iya itu salah satu usaha saya betul ... agar anak-anak terlibat dalam pelajaran, sedikit banyak agar mereka berdiskusi dan dengan diskusi ini membuat mereka setidaknya faham apa yang sedang dibahas pada saat itu.”</p>	<p>Metode Variasi</p>

		<p>apalagi yang ibu gunakan untuk mengencourage interaksi siswa?"</p> <p>"Saya melihat dari mengajar tadi itu ada juga aktivitas dimana setiap kelompok maju ke depan untuk kemudian memaparkan hasil diskusi mereka. Dengan adanya aktivitas itu tujuannya apa bu?"</p>	<p>"selain membagi kelompok saya juga melakukan tanya jawab, mendorong siswa untuk mengajukan pertanyaan tentang materi pelajaran tetapi sejauh ini ketika saya meminta mereka mengajukan pertanyaan mereka akan terdiam jadi harus saya yang bertanya kemudian mereka menjawab"</p> <p>"Sebenarnya tujuan yang paling pertama itu adalah agar pembelajaran tidak monoton, yang kedua tujuannya agar mereka terlibat karena dengan aktivitas itu setidaknya mereka akan membaca dan mereka akan faham materi pada saat itu meskipun mungkin tidak 100% kemudian tujuan lainnya yaitu agar mereka dapat saling mentransfer pemahaman mereka tujuan lainnya juga melatih speaking. Sebenarnya hal itu dapat saya lakukan oleh saya sendiri selaku guru dengan cara menjelaskan akan tetapi rasanya itu akan jauh lebih membosankan maka dari itu saya mengadakan aktivitas itu sebenarnya lebih ke variasi saja agar tidak membosankan.</p>	<p>Interaction is teachers' responsibility</p> <p>Metode Variasi</p> <p>Metode Variasi</p>
3.	Understanding about EFL Teaching in Indonesia	"Sekarang kan udah convert ke kurikulum baru, kemudian apakah ada tantangan sendiri	"Kurikulum baru ini lebih ke kehidupan nyata banget ya seperti project kan, menurut saya tantangan utama	

		<p>buat ibu dalam mengelola kelas?”</p> <p>“Apakah ibu pernah merasakan adanya penolakan dari siswa terhadap metode pembelajaran baru yang diterapkan berdasarkan kurikulum ini?”</p>	<p>yang saya hadapi dalam mengelola kelas setelah beralih ke kurikulum baru itu ada banyak aspek yang pertama, ada penyesuaian terhadap materi dan pendekatan pembelajaran yang berbeda dari kurikulum sebelumnya. Saya harus memahami dan menguasai konten baru serta metode pengajaran yang lebih sesuai dengan prinsip-prinsip kurikulum terbaru.</p> <p>Kedua, tantangan dalam menilai dan mengukur pencapaian siswa juga meningkat, karena evaluasi kini lebih berfokus pada kompetensi dan keterampilan praktis, bukan hanya pengetahuan teoretis.</p> <p>Ketiga, ada kebutuhan untuk mengembangkan strategi manajemen kelas yang lebih efektif agar bisa memenuhi kebutuhan belajar individu siswa serta mengintegrasikan teknologi dan sumber belajar baru yang diharapkan dalam kurikulum ini.</p> <p>Meskipun tantangan-tantangan ini cukup signifikan, saya melihatnya sebagai kesempatan untuk berkembang dan meningkatkan kualitas pengajaran saya.</p> <p>“Iyaa pastinya, saya pernah merasakan</p>	<p>Interaction is teachers' responsibility</p> <p>Capacity building</p>
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			<p>resistensi dari siswa terhadap metode pembelajaran baru. Beberapa siswa nampak merasa gak nyaman dengan perubahan dan lebih memilih metode pembelajaran tradisional. Untuk mengatasi hal ini, saya berusaha untuk lebih banyak berkomunikasi saja dengan mereka, menjelaskan manfaat dari pendekatan baru ini, dan bagaimana hal itu bisa membantu mereka dalam jangka panjang. Saya juga mencoba mengintegrasikan beberapa elemen dari metode lama yang mereka sukai, sehingga transisi ke metode baru tidak terlalu drastis dan mereka bisa lebih mudah menyesuaikan diri. Selain itu, saya memberikan kesempatan kepada siswa untuk memberikan masukan dan umpan balik, sehingga mereka merasa lebih terlibat dalam proses belajar mengajar.</p>	<p>Interaction is teachers' responsibility</p> <p>Metode Variasi</p>
4.	A Good Language Teacher	<p>“Apa yang ibu lakukan untuk mengimprove perfoma mengajar kamu?”</p> <p>“Dalam proses memposisikan diri sebagai siswa, apakah ibu menemukan aspek tertentu dari pengajaran yang perlu</p>	<p>“Saya merasa banyak upaya saya untuk meningkatkan perfoma mengajar saya, dari mulai menonton youtube melihat dari banyak referensi dan yang paling penting itu memposisikan diri sebagai siswa, kemudian setelah itu</p>	Capacity building

		diubah atau ditingkatkan?”	<p>baru saya melakukan trial and error.”</p> <p>“Dalam memposisikan diri sebagai siswa, saya menyadari bahwa sering kali materi yang disampaikan terlalu teoritis dan kurang aplikasi praktisnya. Oleh karena itu, seperti aktivitas yang saya lakukan di kelas tadi itu saya mulai mengubah pendekatan saya dengan lebih banyak mengintegrasikan contoh-contoh praktis dan aktivitas hands-on dalam pembelajaran. Misalnya, materi tadi itu mengajarkan teks eksplanasi, saya tidak hanya memberikan teori tetapi juga mengajak siswa untuk membuat teks sendiri berdasarkan situasi nyata yang mereka alami.</p>	Relevant Materials
5.	Important and difficult parts in teaching	“Apa part terpenting dan yang paling sulit ketika mengajar Bahasa Inggris. Apakah grammar atau sesuatu yang lain?”	<p>“Dari yang terpenting dulu, menurut saya part terpenting itu merelate materi pembelajaran dengan kehidupan nyata. Karena ketika siswa melihat bagaimana materi yang mereka pelajari berkaitan langsung dengan kehidupan mereka sehari-hari, mereka cenderung lebih tertarik dan termotivasi. Kemudian part yang paling sulit bagi saya itu bukan tentang grammar, mungkin di kelas internasional itu bisa jadi menjadi salah</p>	Relevant Materials

			<p>satu part tersulit ya akan tetapi karena di SMA BIAS itu masih menggunakan metode yang 60% English jadi part paling sulit dalam mengajar itu bagi saya ya bagaimana cara memastikan siswa terlibat dengan pembelajaran.</p>	<p>Interaction is teachers' responsibility</p>
6.	Class Organisation	<p>“Menurut kamu seberapa penting group work dalam belajar Bahasa Inggris?”</p>	<p>“Sangat penting, menurut saya, group work sangat penting dalam belajar Bahasa Inggris. Melalui kerja kelompok, siswa memiliki kesempatan untuk berinteraksi dengan teman mereka dalam lingkungan yang kolaboratif dan mendukung. Yang penting anggota dari group itu sendiri seimbang tidak terlalu banyak dan tidak terlalu sedikit, agar apa? Agar masing-masing siswa mengerjakan sesuai job desk mereka masing masing tidak ada yang kebanyakan tugas atau tidak kebagian tugas.</p>	<p>Metode Variasi</p>