

**AN INTERVIEW STUDY OF EFL UNIVERSITY
LECTURERS' PERSPECTIVE ON DIALOGIC TEACHING
APPROACH**

A Thesis

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



By:

Yola Ameliawati Agustin

19322005

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY PSYCHOLOGY AND SOCIO-CULTURAL SCIENCE
ISLAMIC UNIVERSITY OF INDONESIA**

2023

APPROVAL SHEET

AN INTERVIEW STUDY OF EFL UNIVERSITY LECTURERS' PERSPECTIVE ON DIALOGIC TEACHING APPROACH

By:

Yola Ameliawati Agustin

19322005



Approved on 18th July 2023

By

Supervisor:



Willy Prasetya. S.Pd., M.A

NIP.173220502

RATIFICATION SHEET

**AN INTERVIEW STUDY OF EFL UNIVERSITY LECTURERS’
PERSPECTIVE ON DIALOGIC TEACHING APPROACH**

By:

Yola Ameliawati Agustin

19322005

**Defended before the Board of Examiners on 18th of July 2023 and Declared
Acceptable.**

Board of Examiners

Chairperson : Willy Prasetya, S.Pd., M.A. 

First Examiner : Nizamuddin Sadiq, S.Pd., M. Hum., Ph. D. 

Second Examiner : Astri Hapsari, S.S., M. TESOL 

Yogyakarta, 18th July 2023


Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,




Puji Rahayu, S.Pd., MLST., Ph.D.

STATEMENTS OF WORK'S ORIGINALITY

I declare this statement to certify that to the best of my knowledge, the content of this undergraduate thesis, an Interview Study of EFL University Lecturers' Perspective on Dialogic Teaching Approach, is my own. I certify that the intellectual content of this undergraduate thesis is the product of my work and that all the assistance received in preparing this undergraduate thesis and sources have been acknowledged or that those cited in the quotations and references are quoted following the ethical standards of the scientific paper.

Yogyakarta, 17th July 2023



Yola Ameliawati Agustin

19322005

الجامعة الإسلامية
الاندونيسية

MOTTO

"Keep your eyes on the stars and your feet on the ground."

(Theodore Roosevelt)

"There are lots of hard works people never told, struggles they never share, confusions they never show.

Be kind, talk kindly, respect their journey, and don't judge easily."

(Noor Maida Sugesti)

الجامعة الإسلامية الاندونيسية

DEDICATION

I dedicate this thesis to my dear family, lovely person, and myself. A special feeling of gratitude to my parents, Mr Herman Amili and Mrs Mira Wati; thank you for always protecting me in *Bapak* and *Mama's* doa and letting me pursue my dream, and my cheerful siblings Fathurrozi and Raisa that have never left my side. I give special thanks to all my college friends who have supported me throughout my education. I also want always to remember Rizqy Rosi, Armarizki, Alief Fachthurrohman and all my LPM Himmah family. I feel humbled to be part of this wonderful family and for all our good memories, "*hiduplah perjuangan*". I also dedicate this thesis to myself for overcoming difficulties and persisting through the lengthy process and dedication needed to reach this stage. May Almighty Allah bless all of you for your love and support. Aameen.

Yogyakarta, 17th July 2023

The Author,



Yola Ameliawati Agustin

19322005

الجامعة الإسلامية
الاندونيسية

ACKNOWLEDGEMENT

Alhamdulillah rabbil aalamin, all praise be to Allah AWT, the almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has given me a great blessing, strength, and willingness to accomplish this thesis with hard work and prayers.

I sincerely thank my academic and thesis supervisor Mr Willy Prasetya S.Pd., M.A., for his invaluable advice, continuous support, and patience during my bachelor's study. His immense knowledge and great experience have always encouraged me in my academic and daily life. I would also like to thank all the English Language Education Department lecturers and staff for their expertise, encouragement, help, and support. They have made my study and life in Yogyakarta a wonderful time.

Finally, this thesis is far from perfect; however, this thesis will be helpful and contribute to the English teaching process in developing teaching approaches in EFL countries, especially in Indonesia.

الجمعة المباركة
الاستاذة الاندونيّة

TABLE OF CONTENT

APPROVAL SHEET	i
RATIFICATION SHEET.....	ii
STATEMENTS OF WORK'S ORIGINALITY.....	iii
MOTTO.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	x
CHAPTER 1	1
1.1. Background of the study	1
1.2. Formulation of the problem	4
1.3. Objective of the study.....	5
1.4. Significance of the study	5
CHAPTER 2	6
2.1. Dialogic teaching.....	6
2.2. Previous studies	10
2.3. Parameter of the study	12
CHAPTER 3	14
3.1. Research design	14
3.2. Data preparation	14
3.3. Setting and participant.....	15
3.4. Research instrument	17
3.5. Data collection.....	19
3.6. Data analysis	20
CHAPTER 4	21
4.1. Findings	21
4.1.1. Adi's phases introduce Dialogic Teaching.....	21
4.1.2. Adi's phases on implementing dialogic teaching.....	23
4.1.3. Adi's future plans from his dialogic teaching practice.....	25
4.2. Discussion.....	27
CHAPTER 5	33
5.1. Conclusion.....	33
5.2. Suggestion.....	34
REFERENCE	35

APPENDICES 37
Appendix 1 Informed Consent 37
Appendix 2 Interview Transcriptions..... 38



LIST OF TABLES

Table 1. Parameter of the study	13
Table 2. Research questions	19



**AN INTERVIEW STUDY OF EFL UNIVERSITY
LECTURERS' PERSPECTIVE ON DIALOGIC TEACHING
APPROACH**

ABSTRACT

This study explores the perspectives of EFL university lecturers on dialogic teaching and how they implement it in their classrooms. The aim is to gain insights into the use and effectiveness of dialogic teaching in the EFL university context and contribute to the development of effective pedagogical practices. An interview study was conducted with EFL university lecturers to examine their perspectives and practices regarding dialogic teaching. The findings suggest that while lecturers had positive attitudes towards dialogic teaching, they faced challenges in implementing it effectively due to factors such as time management and institutional support. The study highlights the need for teacher training programs that focus on dialogic teaching and carefully tailored strategies that can be used in the EFL university context. Ultimately, the study has the potential to promote positive change in EFL education and contribute to the overall improvement of the field.

Keywords: Dialogic teaching, lecturer's perspective, interview study

الجمهورية الإسلامية الباندو

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Nowadays, English is recognized as an international language which is understood as an intermediary language of communication for spreading information, commerce, good education, and many more from various human identities. As an EFL country, Indonesia sees the same thing, that there are many good opportunities if you can master English as a foreign language. The position of English in Indonesia as a foreign language has its own set of challenges for Indonesians to grasp, including teaching English at universities. The problem with the learning process of teaching English in university settings is often the lack of student engagement and participation. Traditional methods tend to rely on lectures and rote memorization, which can lead to passive learning and low motivation among students. This is particularly detrimental in English language learning, where students need ample opportunity to practice speaking and listening skills. Freire (1970)

argued that conventional education is merely a banking model where teachers are the ones who possess everything that students need to learn. What happens is not an exchange of information and ideas but rather a transfer of knowledge from teachers to students: teachers provide students with explanations and exercises. Further, Freire and Shor (1987) proposed the importance of dialogue to empower students, allowing them to criticise the

social realities in their surroundings and liberate themselves as human beings with their own identities. Students cannot perceive the teacher's views or thoughts only by reading a text, memorising, or completing their examination. In the same way, Alexander (2008) purposed dialogic teaching approach that emphasizes open dialogue and interaction between teachers and students.

Dialogic teaching creates a supportive environment that fosters critical thinking, creativity, and collaboration skills, which are all essential for succeeding in language learning and beyond. the technique used in dialogic teaching refers to how humans communicate hence it is easy to determine whether this teaching approach can be successfully applied in the classroom. Alexander (2008) asserted dialogic teaching as an appropriate approach or method for assisting students in realizing the value and necessity of the language they are learning.

The research conducted by Reznitskaya and Gregory (2013) aimed to investigate the effects of dialogic teaching on students' academic achievement and language proficiency. The study found that students who were exposed to dialogic teaching showed significant improvement in their critical thinking and language skills compared to those who only received traditional instruction. Gillies (2020) stated that the intervention involved training teachers to use dialogic teaching practices, such as posing open-ended questions, encouraging student-led discussions, and promoting respectful communication. Results indicated that the intervention led to significant

improvements in student academic achievement and social outcomes, including increased engagement, confidence, and collaboration.

In line with the advantages of practicing dialogic teaching classroom come from Lee (2016) who conducted a study in 2016, Lee conducted a study to explore the impact of dialogic teaching on students' learning outcomes in a Korean elementary school. The study found dialogic teaching practices led to significant improvements in students' academic achievement and language development. Besides, Rungwaraphong (2017) found that dialogic teaching practices led to significant improvements in students' critical thinking skills. Both studies highlight the importance of incorporating dialogic teaching practices in promoting students' learning outcomes. In Addition, (Elhassan and Adam 2017; Naeijabad, Khodareza, and Mashhadi Heidar 2020) in their studied shows that dialogic teaching was able to help sharpen students' skills such as critical thinking, speaking skills, and argumentative writing skills.

The empirical studies cited above show that dialogic teaching has been studied increasingly from elementary to high school education in various EFL country and others. However, until this research was conducted, only a few researchers (Abdilla et al. 2019; Atmazaki et al. 2021) had discussed dialogic teaching in Indonesia, especially at the university level. Therefore, this study aims to investigate lecturers' perspective on dialogic teaching approach through teaching practices in Indonesian university EFL classroom. The findings of the study could contribute to the development of pedagogical

practices and teacher training programs that promote more effective and engaging teaching strategies in EFL university education.

1.2. Formulation of the problem

The problem addressed in this study is the exploration and understanding of EFL University lecturers' perspectives on dialogic teaching approach. Despite its increasing recognition, there is a lack of research on how EFL university lecturers perceive dialogic teaching and its implementation in their classrooms. Therefore, the main objective of this study is to conduct an interview study to explore EFL university lecturers' views on dialogic teaching approach and their experiences of implementing it in their classrooms. The study aims to address the research gap in the literature and to provide insights into the actual use and effectiveness of dialogic teaching in the EFL university context. In particular, one research question that guides this study is:

1. What are the perspectives of EFL university lecturers on the dialogic teaching approach and how do they implement it in their classrooms?

الجامعة الإسلامية
الاستاذ الدكتور

1.3. Objective of the study

The objective of this study is to conduct an interview study to explore the perspectives of EFL university lecturers on dialogic teaching approach, and to understand how they implement it in their classrooms, with the aim of providing insights into the actual use and effectiveness of dialogic teaching in the EFL university context.

1.4. Significance of the study

This study is significant because it examines the use and effectiveness of dialogic teaching approach in the EFL university context, which has received relatively little attention in the literature. By gaining insights into the perspectives and practices of EFL university lecturers, the study contributes to the development of effective pedagogical practices and teacher training programs that could enhance the quality of EFL education and student learning outcomes. The findings also have practical implications for EFL teachers and curriculum developers in terms of designing and implementing dialogic teaching in their classrooms and improving the quality of EFL education. Ultimately, this study has the potential to promote positive change in EFL education and contribute to the overall improvement of the field.

CHAPTER 2

LITERATURE REVIEW

2.1. Dialogic teaching

Language is not only used to communicate. The ability of language is also used in various aspects of life. In Vygotsky (1962) language development theory, language was the basis of learning. Further, Bakhtin (1981) defined language as a social practice; all language, indeed all thought, is dialogic. Both Vygotsky and Bakhtin see that learning is conceptualized from the interaction in the class through dialogue. The main point is that dialogic teaching capitalizes on the power of talk to promote students' learning.

Dialogic teaching, as a general pedagogical approach, harnesses the power of talk to promote students' ability to acquire their competence in learning. (Alexander 2008) defined dialogic teaching as finding out what learners think, interacting with their growing ideas, and assisting them in conversing through innovative activities. Dialogic teaching can be conceived as a collection of different conditions that come together to form an identifiable teaching approach. Dialogic teaching refers to the most effective use of discourse in teaching and learning. It entails continual communication between teachers and learners.

Dialogic teaching uses the classroom to talk to help students and teachers engage in their classroom. Alexander (2008) developed dialogic teaching as a term that utilizes the power of talk to elicit students' thinking, learning, and understanding. As an approach that relies on the strength of talk, the term dialogic teaching is created in the classroom as teachers and students interact in the classroom. The type of talk includes to narrate, explain, argue, solve, and bargain. At that point, the power of talk in the classroom can engage a class to be much more alive; in dialogic teaching, teachers are asked to be able to organize interactions in the classroom to become a forum for students and the teacher himself in carrying out classroom learning that can turn on the ambiance of the class to explore material, discuss, or find problem-solving. To sum up, dialogic teaching mediates the interactions between teachers and students as they engage in mutual inquiry.

At the university level, students should actively participate in class to acquire the lesson. The lecture also demands interaction in the classroom to make the course more alive. Those conditions are the same with dialogic teaching as an approach that increases critical analysis when their lecture puts some topic to discuss. Dialogic teaching that empowers talk has the feature that the class would conduct itself more egalitarian. It will require everyone in the class to take responsibility for the flow of the discussion. They help manage turns, ask questions, introduce new topics, and suggest procedural changes Reznitskaya and Gregory (2013)

Alexander (2008) introduces five fundamental principles of dialogic teaching. The first principle is that it is a collective effort between teachers and students, where they approach learning tasks together in groups, peer-to-peer or whole class interactions, rather than in isolation. The second principle is reciprocal, where teachers and students listen to each other, share ideas, and consider alternative viewpoints. The third principle is supportive, where students voice their thoughts freely without fear of being embarrassed, and help each other to reach common understandings. The fourth principle is cumulative, where teachers and students build on their own and each other's ideas and connect them into coherent lines of thinking and inquiry. Lastly, dialogic teaching is purposeful, where teachers plan and facilitate with educational goals in mind. These principles emphasize collaborative, constructive, and engaging classroom environments that foster inclusive learning communities and promote critical thinking skills.

Those five principles were intended to help teachers operationalize the class to be meaningful. Alexander (2008) proposed that the first three principles create the classroom's collaborative culture or ethos to maximize the benefits of learning discussion. In comparison, the last two principles concern the content of discourse. He asserted that cumulative was the most challenging principle because teachers must always understand where the conversation is heading, have the desired outcomes, and direct their students's thoughts to those outcomes. From the definitions and provisions of the five principles, dialogic teaching is like a repertoire. It is not only the teacher who has to play a role in this approach. Student participation also dramatically

influences the assessment process. Dialogic teaching can be assumed as a stage where teachers and learners can optimize learning by playing each other's roles.



2.2. Previous studies

Research findings that discuss dialogic teaching mainly come from scientific studies. However, there are relatively few studies specifically examining dialogic teaching in the context of English language studies. Gillies (2020) researched Australia and asserted that the students engaged constructively with their peers on the inquiry group tasks; they used the correct scientific language to discuss phenomena, make claims, and compare findings. His research found that dialogic teaching promotes student engagement and learning. Lee (2016) asserted the same perspective in his study. He examined how dialogic teaching is done in Singapore, and the result showed that students demonstrate a stronger sense of ownership of and learning from it. In EFL contexts, dialogic teaching has evolved into an approach used for more interactive learning. Rungwaraphong (2017) conducted an observational study of implementing a poster conference activity in Thailand's EFL classes: English and dialogic teaching implications for practice. The research findings suggest that the poster conference activity can promote dialogic teaching as it creates multiple circumstances that require students to talk and interact with their group mates and their lecturer in a dialogic way.

The same research result was also presented by Naeijabad et al. (2020), who conducted a study on promoting dialogic teaching in a speaking classroom by involving 47 EFL learners in Iran. They found that dialogic talk

could promote EFL learners' speaking ability. Research related to dialogic teaching has also been proven to help students produce critical thinking patterns. Barjesteh and Niknezhad (2020) conducted a questionnaire on fostering critical writing through dialogic teaching, a critical thinking practice among teachers and students. By involving 200 EFL teachers in Iran, they found that enabling critical essays in students made them critical and creative. Reznitskaya & Gregory (2013) on their studied that aimed The research conducted by Reznitskaya and Gregory in 2013 aimed to investigate the effects of dialogic teaching on students' academic achievement and language proficiency. The study found that students who were exposed to dialogic teaching showed significant improvement in their critical thinking and language skills compared to those who only received traditional instruction. The study concluded that dialogic teaching could be a valuable approach to improving student learning outcomes and promoting deep learning in various educational settings.

Several studies have successfully examined dialogic teaching approaches in the education field in Indonesia. Abdilla et al. (2019) surveyed peace education with a dialogic teaching approach. The findings showed that the dialogic teaching method is a successful one for imparting controversial historical information. The dialogic teaching approach can foster democratic discussion, allowing students to develop critical thinking abilities, responsibility, and tolerance. Atmazaki et al. (2021) conducted a study about dialogic-interactive media design for language learning to improve speaking activities and skills. Based on their questionnaire analysis, they found that the

idea of dialogue teaching could systematically trigger the student to get an attachment to classroom interaction. The positive impact is that their speaking was improved through dialogic teaching.

2.3. Parameter of the study

Through the justifications above, the main theory about dialogic teaching from (Alexander 2008) that harnessing the power of talk provides inclusive principles of dialogic teaching approach construction that in this study will use as a parameter that indicate how the participant practice the dialogic teaching according to these principles. The parameter is presented in the figure below:

Teaching approach	Description
Collective	Teachers and students address learning tasks together, either in small groups, peer-to-peer or whole class interactions, rather than in isolation.
Reciprocal	Teachers and students listen to each other, share ideas and consider alternative viewpoints.
Supportive	Students articulate their ideas freely, without fear of embarrassment; there are no right or wrong answers, and students help each other to reach common understandings.
Cumulative	Teachers and students build on there and each

	other's ideas and connect them into coherent lines of thinking and enquiry.
Purposeful	Teachers plan and facilitate dialogic teaching with educational goals in mind.

Table 1. Parameter of the study



CHAPTER 3

METHODOLOGY

3.1. Research design

This study is qualitative research. The consideration of using a qualitative model is to perceive the lecturer's perspective that the participant employs when he practices dialogic teaching as an approach to teach in his class. The research design employed in this study is an interview study (Kvale 1998) This design allows researchers to capture contextual information that may not be apparent through other research methods. By asking participants about their experiences, attitudes, and perspectives, researchers can gain a deeper understanding of the social and cultural contexts in which they operate. Moreover, this design allows the researcher to follow – up questions and probe deeper into the answer that participant provide about his perspective of dialogic teaching approach in participant's class which can be processed with five principles of dialogic teaching from Alexander (2008) as the parameter of this study to make the data easier to process.

3.2. Data preparation

One of the ethical research issues is the consent form, which gives the participant relevant information. The participant is informed about the study

and feels confident participating without feeling compelled or inexplicable. The researcher obtained the participant's consent by having him sign the consent form during the first interview.

3.3. Setting and participant

The setting of this study is at a private university were located in Yogyakarta, Indonesia. This university is comparable to a higher education that prioritizes deep-rooted in the tradition of academic freedom with which diversity of views is greatly appreciated in their university settings. The university were chosen because this university have a high motivation of learning environment and potential for innovation to educate their students to be a great global leader.

Further, the researcher wanted to know the impact of dialogic teaching as a pedagogical approach in the classroom through lecturer perspective. Therefore, this study requires a lecturer who have highly motivation on dialogic teaching and implemented a dialogic teaching approach in his class. The participant in this research is Adi (pseudonym). He is a lecturer who teaches at a private university in Indonesia. He considered participating in this study because he met the criteria for teaching courses with a dialogical approach. Adi has five years of teaching experience and six years of university teaching experience. Teachers face dialogic teaching when taking a master's degree and try to apply it through different teaching strategies, for example, project-based learning, problem-based learning, and Socratic seminars.

Adi earned his master's degree from one of the American colleges. Dialogic teaching is one of the learning cultures emphasizing the student center, so exposure to student interaction is easy to gain. Several courses allow students to discuss, ask questions, or critique anything throughout the teaching process. Because the learning construct is formed collaboratively by the teacher and students, dialogic teaching is one of the ways that help Adi to understand the theory he hears during lectures. In dialogic teaching, the conversation context prompts students to consider why and how they should comprehend a conversation. It indicates why Adi can understand the theory given in a multicultural class, and there is a process where Adi, his classmates, and his lecturer deal with a context. This learning pattern that precipitates democracy in space inspired Adi to apply the same thing when teaching in class.

Adi used the same strategy in college when he used dialogic teaching in the classroom. Adi wants his students to comprehend better the theory covered daily. Conversations that involve thinking patterns and speaking strategies are also terrific for Adi's students to practice their dialogue and critical thinking. When using dialogic teaching, classroom conditions are only sometimes optimum. Differences of opinion can arise because it is based on debate. However, the emphasis on discussion here makes it difficult for teachers and students to resolve conflicts that arise. Adi always emphasizes that the outcome of the dialogue is more than just agreeing or disagreeing; nevertheless, everyone in the class respects one another so that the class becomes a safe space for everyone.

3.4. Research instrument

This study used the construct of dialogic teaching principles by Alexander (2008). The following questions were:

Construct	Conceptual Definition	Components	Interview Questions
Dialogic teaching	Dialogic teaching in the classroom is defined as a term that utilizes the power of talk to elicit students' thinking, learning, and understanding.	Five principals of dialogic teaching Collective: teacher and students address learning tasks together, whether as a group or as a class.	How do you define dialogic teaching? How do you implement a dialogic teaching approach in your classroom? How do you connect the learning?
		Reciprocal: teacher and students listen to each other, share ideas and consider alternative viewpoints.	How can you effectively listen to and value their students' ideas and opinions, creating a reciprocal exchange of ideas in the classroom? What strategies that you will use to encourage students to actively listen to and consider alternative viewpoints presented the students and the lecturer? How can a reciprocal approach to classroom discussions and idea-

			sharing be used to develop critical thinking skills and promote meaningful learning experiences for students?
		Supportive: students articulate their ideas freely, without fear of embarrassment over “wrong” answers, and help each other to reach a common understanding.	<p>How can you create a supportive classroom environment to encourage students to articulate their ideas without fear of embarrassment?</p> <p>What impact does a supportive classroom environment have on students’ willingness to participate and engage in discussions?</p> <p>How can you facilitate group work activities that encourage students to help each other reach a common understanding?</p> <p>What strategies can be used to address students’ anxiety and encourage confident participation in classroom discussion?</p> <p>How can a supportive classroom environment be maintained when dealing with controversial or sensitive topics?</p>
		Cumulative: teacher and students build	How can you facilitate collaborative idea-building and encourage students to

	<p>their own and each other's' ideas and chain them into coherent lines of thinking and enquiry</p>	<p>connect their ideas with those of your students to create coherent lines of thinking in classroom discussions?</p> <p>What are some examples of activities or assignments that promote cumulative learning and help students build on their own ideas as well as the ideas of your students?</p>
	<p>Purposeful: the dialogue is planned and transacted with a specific learning outcome clearly in view.</p>	<p>How do you ensure that the learning outcomes are achieved?</p> <p>In what ways you can ensure that classroom dialogue is purposeful and goal-oriented, and how can you effectively communicate these goals to your students?</p> <p>how can you measure their progress towards the outcomes?</p>

Table 2. Research questions

3.5. Data collection

Data collection in this research was done through an interview offline for 36 minutes with semi-structured interviews using open-ended questions as the data collection technique to collect the data from the participant. Conducted an interview, the researcher asked some questions about the participant's perspective on the implementation of dialogic teaching as his teaching approach. Simultaneously, the researcher will record the entirety of

the interview conversation to support and assist in understanding the complete information. The interview was transcribed to conclude. The researcher may have additional opportunities to strengthen the interview questions and validate the data.

3.6. Data analysis

The study transcribed, coded and analyzed with thematic analysis as a technique in qualitative research for identifying, analyzing, and reporting patterns (themes) within data items (Braun and Clarke 2006). The themes are collective, reciprocal, supportive, cumulative, and purposeful. This followed coding steps and called for the transcription of interview tapes. The researcher then showed the participant the study's findings and the interview transcript to ensure the information was accurate.

الجمعة الإسلامية الأندلسية

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents all the data findings based on collected data and its analysis. The results of this research will be elaborated with previous studies in discussion.

4.1. Findings

The researcher frequently studied the data before applying thematic analysis to uncover the themes covered in this chapter. Adi has received many views on how the dialogic teaching approach works from the data obtained. He was encouraged to use dialogic teaching in his classes after experiencing the benefits. Adi is confident that integrating dialogic education into practice will help him and his students complete their assignments. Therefore, this section reveals how Adi's experience applies dialogic teaching to his class.

4.1.1. Adi's phases introduce Dialogic Teaching.

Dialogic teaching has significantly influenced Adi since he took his master's degree in America. Adi defined dialogic teaching as an approach that relies on dialogue to achieve goals and provided a democratic space for all class elements. He was benefitted by the dialogic teaching used on his campus in understanding the knowledge discussed in class. Adi acknowledged that

dialogic teaching is a method for balancing multicultural courses and ensuring that all students are involved in learning. This was why Adi felt encouraged to use a dialogic teaching approach when he taught.

"The discussion worked, and the lecturer gave room for the students. To argue, deliver their ideas, and even if there are some spaces to contradict the lecturer."

That reason was reinforced by Adi, who felt the role of the dialogic teaching approach was to support students' voluntary involvement in all learning activities. Adi included this statement with a story about his experience when he felt highly appreciated and recognized for his role by his lecturers and friends. He understood that students' thinking processes run not only to the experimental stage but also to the philosophical stage.

"We must incorporate students' backgrounds, beliefs, and everything into our learning. With that incorporation, that means we need to adequate students involved in the learning process."

During the interview, Adi claimed that these basic principles form the basis of dialogic teaching. He mentioned one of his lecturers who inspired him. In that explanation, his lecturer gave a perspective that students cannot perceive the learning process until they get their wobble. When students experience wobble, they will think about how the "matter being discussed" can be accepted with their thoughts. They will lead to thoughts, "Why do we have to learn this?", "Why is it like this?", "Why does it have such an impact?" and many more.

When asked why dialogic teaching was chosen as one of the approaches used when teaching, Adi stated that it was the characteristics of dialogic teaching that students learn by actively involving students in the learning process, that made him believe that he could apply this approach.

4.1.2. Adi's phases on implementing dialogic teaching.

Adi, who was exposed to dialogic teaching during college, has used dialogic teaching as an approach that has been applied to his classes for more than five years. In his class, dialog is involved from the first day the class starts. Considering the characteristic of dialogic teaching, which put forward democratic systems, Adi applied it since he determined what constructs would be learned in class. Adi will make sure that his class has mutually agreed-upon regulations. Adi will present the guidelines he proposes, and after that, his students will discuss and bargain until an agreement on the rules they will follow is attained.

In one subject, there must be a primary theory or construct which was the forerunner of that subject. Adi bridged that to his class with big questions that would be a big task for all class elements. Adi would lure his students with big questions at the beginning of class, which they must discuss to be answered at the end. This means that Adi makes the dialogic teaching approach work by placing discussions in class as a way to understand the material. When students conduct a dialogue, they will process how they can understand the material. That is the stage that Adi explained about the phase

where students experience a "wobble" or "rethinking" process related to the material presented in class.

“There will be lots of questions asked of students. The goal is, and they can come up with what they have experienced. What have they ever thought? What do they think about the material provided? So, the goal is that they can see the action between the material and their own lives.”

In a dialogue process, sometimes there are circumstances where the discussions stop midway, and the students must be more enthusiastic about discussing. Adi explained his step to coping with those problems by re-calling the coherent line of discussion or stimulating his student to answer his cross question by asking the student's perceptions. In light of dialogic teaching that improves students' learning through the power of talk, Adi highlighted using the dialogic teaching approach in the same way communication patterns work. Because not every discussion could win with a single outcome, every possibility could happen, different perspectives or negotiated. In his practice, Adi did not give his students the same answer at the end of the discussion. He believed that his students would have different levels of understanding with various perspectives, even though in the education system, there must be

guidelines that regulate the learning process and learning outcomes in an ongoing class.

“Because "student A" has an opinion, "student B" also has his own opinion, which is motivated by what he has experienced and what he believes. So, we cannot force him to agree like that. But if that situation contradicts what was taught, I will straighten it out.”

Adi explained the involvement of all elements in the class at the construct stage used in the class, which was built jointly between the teacher and students. That means that in implementing a democratic dialogic teaching approach, Adi asks students not only to talk but to bring their ideas according to class discussions that are discussed together. He will provide more open and purposeful questions, encouraging students to participate fully in the discussion. Furthermore, Adi stated that those actions will urge his students to speculate, think aloud, and assist one another, with students and teachers building on each other's ideas as they create "coherent lines of thinking and inquiry."

Further, Adi stated that dialogic teaching was one of many approaches he applied in his class. Adi explained in his stories that sometimes, as a teacher, he could not always make the class on students. Adi thought the teacher still had to take on the role of commander.

4.1.3. Adi's future plans from his dialogic teaching practice

Practicing some approaches might discover some advantages, disadvantages, or adjustments. Considering those things, Adi concluded with the dialogic teaching approach according to his practice. In his explanation, he expressed his most significant problem. In contrast, his students were still adjusting to the university system or the curriculum, which asks a lot of personal points of view and is shown in the passage below.

“It is obvious that the cultures are different. When a new student transfers from high school to college and is very

different. They still commonly get fed by their teacher; meanwhile, they need to be independent in college.”

Moreover, Adi also felt the same difficulties when dealing with students not used to taking the classes he taught. He explained that there was a phase where he had to influence his students to cultivate their points of view continuously. When asked if Adi had to give a repetition regarding the material or assignment instructions, he answered that it would happen. In addition to speculating on the dialogic teaching approach, which requires the teacher to keep reminding students to do so, he also sees this role as an assistant to his students. Adi emphasized again that, in the end, the process of dialogic teaching directs students not only to learn from the teacher. He also explained that when students understand that knowledge can come from anywhere, they can get it from their friends and other sources.

"So, the knowledge will be constructed together. But then, they will discuss a lot and confirm with me."

Apart from cultural limitations, time limitations were also one of the things that Adi has yet to be able to do optimally, especially regarding assessment or feedback. It could become overwhelming for him to read each student's terms individually due to the requirement for multiple discussions, essays, or reflections. Besides that, there was also a circumstance in which Adi must caught up on a study timeline to provide comprehensive assessment or feedback to all his students. Furthermore, if Adi believes it necessary, feedback is given during the discussions. According to him, as part of the teaching and learning activities process, teachers must be cautious and well-prepared to anticipate answers when students ask questions.

On the other hand, Adi has also found the benefits of dialogic teaching to be highly valuable. According to his practice, he thought that his classes were more systematic. That indicated one of the characteristics of dialogic teaching that requires learning to be carried out purposefully. He set up tasks in class consistently and systematically to ensure student understanding could advance. As a result, teachers could quickly determine the stage at which their students' skill levels were. When Adi was asked whether he would continue to use this approach in the future, Adi considered that the dialogic teaching approach could be developed to meet the needs he taught in class.

4.2. Discussion

The objective of this study is to explore how the dialogic teaching approach is constructed through the implementation of five principles of dialogic teaching through a review of the relevant literature and an analysis of data in which the lecturer talks about his practiced experiences as focused on what Alexander (2008) said about the five principles (collective, reciprocal, supportive, cumulative, and purposeful) being designed to develop purposeful and authentic learning activities to improve the nature of students thinking and learning.

Alexander (2008) emphasized his first and second principles in dialogic teaching and described how classroom talk should function. As the first principle, collective means that the teacher and students address learning

tasks together. In accordance with Adi's teaching practice, he used collective principles as a mechanism for how his class worked to construct knowledge. They were utilized to alter the work collectively. As proven in the findings chapter, Adi emphasized to his students the objectives and learning outcomes at the first meeting, along with the class rules he made. Interactions during discussions directly involve all students, as they are encouraged to broaden their understanding, broaden ideas, and build arguments. Adi said that this practice made learning activities very interesting; the students did not depend on theory because they were asked to relate it to their lives and were used to modifying work cooperatively during assignments. The same finding from the previous studies, in Gillies's (2020) study, the teacher designed the whole class activity with the students, and the findings indicate that students behave well, frequently participate in dialogue and work together in a corporate setting.

Reciprocal, as the second principal, addresses how classroom culture shapes the interactions of each individual with the criteria that teachers and students listen to one another, share ideas, and examine opposing opinions. A positive result can be seen in Adi's experience principle of considering the reciprocal. Since he was familiar with dialogic teaching, the fundamental thing

he highlighted most from the dialogic teaching approach was how he felt accepted by his lecturers or friends. He felt he had a stake in his class because he felt welcomed and valued whenever he answered the lecturer's questions, shared his ideas, or interacted with his friends. That feeling of being accepted and appreciated inspired him to teach dialogic, which he would later apply to his class. Adi said that his students had no doubts and were afraid when

involved in interactions during class. The discussion went well with the students' participation even though the class dynamics happened. Similar to the outcome from Atmazaki et al. (2021), the study found that dialogic teaching informed students to engage each other because they feel comfortable with democratic discussion patterns. The concept of discussion that is built in class must allow the possibility that students will also have questions to ask or answer with the result that they are triggered to interact this condition cannot work if the classroom is not built with the understanding that everyone is allowed to have opinions, give suggestions or boarders the ideas. Creating a positive environment is very important to form a good system so that discussions run well when applying the dialogic teaching approach. Other evidence from Elhassan and Adam (2017) proved some findings in their study that the dialogic teaching approach showed the students feel welcomed since they know they can talk without fear. It effectively empowers them to talk and also to comprehend knowledge.

The third principle, supportive, states how a classroom should be a place where the teacher and students build a system that they would not fear and be embarrassed when participating in class and feel pleasant. A supportive environment can dramatically influence how students understand the material well. As found in Adi's teaching experiences, many findings could be seen in how Adi ensured his class was an empowered community. He defined that every individual was respected and considered for all his rights as long as they did not conflict with the norms or rules that applied. Adi stated that as long as he used a dialogic teaching approach, his students would be much more

developed because they did not depend only on the text or the teacher. They could learn from anywhere, including with their friends. The same result (Lee, 2016; Rungwaraphong, 2017) shows in their findings that when the class turns into a dialogic setting, the students participate more in discussing a topic.

The cumulative principle means that the class should enhance prior information and understanding to help students better understand the subject. Adi clearly explained the purpose of the course he taught from the start the big idea about theory was given. Adi develops a series of discussions every time his class met into stages - stages of the pattern of understanding of his students intending to obtain complete mastery of the material. Consequently, it is not uncommon for each student to have different outcomes. At this stage, the teacher must accumulate what has been discussed in class (Alexander, 2008). At the time of the interview, Adi said firmly that he never forced how each of his students interpreted the material. He was aware that the perceptions of his students would be different. Hence, the path he took to provide a coherent line regarding the material he presented or discussed was by summing up the discussion. As proposed by Rungwaraphong (2017), student outcomes vary when the class project occurs. That indicates the students show an understanding related to coherent ideas between project instructions. They successfully know what they want and need to do in their project.

Purposeful, as the last principle describes, the dialogic teaching approach puts this principle ensures that class discussions are purposeful and focused with a clear understanding of the learning objectives or outcomes.

This principle is interpreted as the purposeful principal providing a range of illustrations from implementing the thorough dialogic teaching approach of how classes must be designed to achieve classroom goals from the beginning to the end. According to Adi's teaching practice, almost all classes were designed with a class project. He assisted the students in doing some work at the end of the class as learning out of the ordinary with an understanding of the material they could be taught in class. Class goals were always built with how students inserted the material into their class project so that the discussion went on how they interpreted a material with an understanding scale that determined how they could understand the material. From this side, the material was covered, whether they could implement the material being taught. In Alexander's (2008) dialogic teaching theory, the purposeful principle states how the core ideas of the dialogic teaching approach state how speech or talking can foster students' thinking and learning rather than other approaches. When the class is designed with good planning, the learning process is carried out meaningfully, and the implementation of the other four principles until learning outcomes are obtained, the dialogic teaching approach can be successfully practiced.

For the most highlight, Adi's practice shows that a dialogic teaching approach takes much management to ensure that the focus of the class remains on its goals. Due to the increase in interaction in class, there may be an occurrence of diversion, and at this stage, the teacher needs to ensure that all of these things go hand in hand. Starting from the teaching process, when planning, implementing, and controlling, students must always be directed to

the main goals achieved in a class that applies a dialogic approach. This can illustrate the different roles of the teacher when practicing dialogic teaching in class, although other methods certainly have their specialties. Therefore, what counts most in a dialogic lecture is how much opportunity the students have to participate in the negotiation and knowledge-building process.



CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents a summary of this research based on the research findings and discussion in the previous chapter. Further, in this chapter, the researcher recommends further research related to the construct of a dialogic teaching approach.

5.1. Conclusion

The current study has shown that a university lecturer could practice a dialogic teaching approach at Indonesia university level. Dialogic teaching has been shown to create a good classroom system that engages students in ongoing conversations, allowing speakers and listeners to explore and build on their ideas and those of others. The dialogic teaching also gave the students opportunities to be more critical, creative, intellectual abilities, and negotiation. The conclusion of this study consisted of how lecturer's perspective on dialogic teaching approach through five principles from dialogic teaching as a parameter of this study that indicate how dialogic teaching could be implemented in the classroom. The lecturer's perspective revealed positive results from his motivation on dialogic teaching and how the participant developing the dialogic teaching approach with classroom need. The implementation of the five principles developed by Alexander (2008) indicated relate to each other. To achieve a purposeful learning outcome, it is necessary to build on a solid initial foundation through the

application of the cooperative principle and the cumulative principle, which displays the role of the teacher, who must monitor all student activities up to the sum. This is a promising start for implementing a dialogic teaching approach in an Indonesian university.

5.2. Suggestion

This present study still has limitations. First, there is no point of view from students' perception on how dialogic teaching can be practiced in Indonesia. Second, this study only portrayed the lens of a lecturer's perspective teaching a class using dialogic teaching at the university level. Furthermore, when dialogic teaching practices at various student levels become more varied, new possibilities for its application in Indonesia are discovered. This issue could be explored for future research considering the dialogic teaching practiced in English field studies in Indonesia.

الجامعة الإسلامية
الاستدراكية
الاندونيسية

REFERENCE

- Abdilla, Ardeti, Sariyatun, Hermanu Joebagio, and Warto Warto. 2019. "The Concept of Peace Education with Dialogic Teaching Approach in History Learning." In European Alliance for Innovation n.o.
- Alexander, Robin. 2008. *Towards Dialogic Compress*.
- Atmazaki, Syahrul Ramadhan, Vivi Indriyani, and Jeiha Nabila. 2021. "Dialogic-Interactive Media Design for Language Learning to Improve Speaking Activities and Skills." In *Journal of Physics: Conference Series*.
- Bakhtin, M. M. (Mikhail Mikhaïlovich), Michael Holquist, and Caryl Emerson. 1981. *The Dialogic Imagination : Four Essays*.
- Braun, Virginia, and Victoria Clarke. 2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3(2): 77–101.
- Elhassan, Ishraga, and Mohammed Adam. 2017. "The Impact of Dialogic Teaching on English Language Learners' Speaking and Thinking Skills." *Arab World English Journal* 8(4): 49–67.
- Freire, P., and I Shor. 1987. "Shor1987." *Journal of Education*, 169(3): 11–31.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. Continuum.
- Gillies, Robyn M. 2020. "Dialogic Teaching during Cooperative Inquiry-Based Science: A Case Study of a Year 6 Classroom." *Education Sciences* 10(11).
- Kvale, Steinar. 1998. "InterViews: An Introduction to Qualitative Research Interviewing Steinar Kvale." *The American Journal of Evaluation* 19(2).

Lee, Rachel. 2016. "Implementing Dialogic Teaching in a Singapore English Language Classroom." *RELC Journal* 47(3).

Naeijabad, Fatemeh Niknezhad, Mohammad Reza Khodareza, and Davood Mashhadi Heidar. 2020. "Promoting Dialogic Talk in a Speaking Classroom: Rethinking Bakhtinian Pedagogy." *The Journal of English Language Pedagogy and Practice* 13(26).

Reznitskaya, Alina, and Maughn Gregory. 2013. "Student Thought and Classroom Language: Examining the Mechanisms of Change in Dialogic Teaching." *Educational Psychologist* 48(2).

Rungwaraphong, Piyawan. 2017. *The Implementation of a Poster Conference Activity in Thailand's EFL Classes: English and Dialogic Teaching Implications for Practice*.

Vygotsky, Lev. 1962. *Thought and Language*. eds. Eugenia Hanfmann and Gertrude Vakar. Cambridge: MIT Press.

الجمعة الإسلامية الأندلسية

APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Willy Prasetya, S.Pd., M.A

Jenis kelamin : Pria

Pekerjaan : Dosen

Menyatakan kesediaan untuk menjadi informan penelitian yang berjudul “Practicing Dialogic Teaching for EFL Teacher Education: a Case of an Indonesian Lecturer ” dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian.
2. Didokumentasikan dalam proses interview dalam bentuk rekaman suara selama proses wawancara dari awal sampai akhir wawancara.
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar - benarnya tanpa paksaan dari pihak manapun.

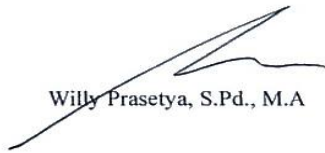
Yogyakarta, 5 Juni 2023

Peneliti,



Yola Ameliawati Agustin

Partisipan,



Willy Prasetya, S.Pd., M.A

Appendix 2 Interview Transcriptions

Interviewer : Yola Ameliawati Agustin
Participant : Adi(lecturer)
Time : 29 December 2022 and 9 January 2023
Place : One of Universitas Islam Indonesia
Length of interview : 36 minutes

Coding and Themes

Yellow - Collective (teacher and students address learning tasks together in small groups, peer to peer or whole class interaction.)

Green - Reciprocal (Teacher and students listen to each other, share ideas, and consider alternative viewpoints.)

Blue - Supportive (Students articulate their ideas freely, without fear of embarrassment; there are no right or wrong answers, and students help each other to reach common understandings.)

Pink - Cumulative (Teacher and students build on there and each other's ideas and connect them into coherent lines of thinking and enquiry.)

Purple - Purposeful (Teacher plan and facilitate dialogic teaching with the educational goal in mind.)

FIRST INTERVIEW

I/P	Data Number	Transcript	Selective
-----	-------------	------------	-----------

I	01	How do you define dialogic teaching?	
P	02	<p>Definisinya susah sih. Cuma kalau di dari yang saya pahami ya nanti kalau butuh ditransfer transfer aja gitu ya. Biar lebih ngalir aja jadi interview dalam bahasa Indonesia. Dialogic Teaching itu adalah pembelajaran di mana, the main activity itu dialog. Jadi bisa dialog antar siswa, siswa dengan guru, atau tadi siswa dengan siswa. Yang bertujuan supaya pengetahuan itu tidak datang dari guru ke siswa tetapi ya di construct bersama sama oleh satu kelas. Jadi ada proses construction of knowledge secara bersama. sama both dari teacher dan students. Itu yang tak pahami soal dialogic teaching.</p>	Collective: teacher and students address learning tasks together, whether as a group or as a class
I	03	How do you implement a dialogic teaching approach in your classroom?	
P	04	<p>Dialogic teaching Itu sangat dekat dengan student center learning ya. Dalam artian ya memang student itu menjadi the centre of the learning process. Kalau yang tak terapkan selama ini, ya biasanya saya akan masuk ke kelas itu dengan materi yang basic. Tapi nanti kemudian akan ada banyak pertanyaan pertanyaan yang diberikan ke mahasiswa. Yang tujuannya itu supaya mereka juga bisa coming up dengan apa sih yang mereka pernah alami? Apa sih yang pernah mereka pikirkan? Apa sih yang ada di pandangan mereka tentang materi yang diberikan? Jadi tujuannya biar they can see the action between the material dan kehidupan mereka sendiri, dan dengan demikian kita bisa membuat pembelajaran itu jadi lebih meaningful. Karena ya mereka mereka biar “oh ini tuh relate banget loh ke kehidupanku” dan itu kan tidak bisa kita cuma dengan</p>	Collective: teacher and students address learning tasks together, whether as a group or as a class

		ngajar aja kita harus banyak mengajak mereka untuk berbicara. Nah proses dialognya di situ gitu.	
I	05	How do you connect the learning	
P	06	Iya	
I	07	How do you encourage all the students to listen to each other and share ideas?	
P	08	Pertama yang pasti ada rule ya. Jadi kalau di awal kuliah itu pasti tak kasih rules, <u>you have to respect each others termasuk ketika when someone is talking you have to pay attention and then harus dibuat nyaman untuk berbicara dulu jadi feel free to say anything even when you need to make a complain</u> atau ketika kamu harus mengajukan keberatan, izin terlambat, izin whatever itu bebas. Ya meskipun tidak semuanya kemudian merasa bebas langsung gitu ya. Tapi ada agreement dulu bahwa ya ini adalah kelas kita bersama. <u>So you have the responsibility and have the right to make it senyaman mungkin untuk berpendapat untuk berbeda pendapat dan untuk menyampaikan apapun yang ada di pikiranmu.</u>	Reciprocal: teacher and students listen to each other, share ideas and consider alternative viewpoints
I	09	How do you respond to any alternative viewpoints in your classroom?	

<p>P</p>	<p>10</p>	<p>Nah itu akan dikembalikan ke mereka meskipun tetap ya kalau kalau di kuliah kan ada hal yang menjadi guideline yang utama itu harus kalian pelajari ini loh. Tapi ada beberapa kondisi dimana mahasiswa itu punya pendapat berbeda, entah berbeda dengan satu sama lain atau berbeda dengan diajarkan. Yang pertama ketika itu berbeda, sama satu sama lain. Saya akan minta mereka untuk “kalau menurutmu gimana”, “ kalau menurutmu gimana” jadi dikembalikan? Kok bisa beda tuh, kenapa alasannya? Kenapa kok kamu percaya ini? Kenapa kamu percaya itu? Itu terjadi proses dialog dan kemudian ya yang penting Kalian tuh enggak harus agree on the same thing gitu. Tapi ya yang penting kalian bisa respecting posisinya masing masing.</p> <p>Karena si A itu juga punya pendapat. Si B juga punya pendapat sendiri yang itu dilatar belakangi oleh apa yang pernah dialami apa yang dia yakini. Nah, jadi kita kan tidak bisa maksa dia untuk sependapat kayak gitu. Cuma kemudian ketika itu berseberangan dengan apa yang diajarkan, maka akan saya luruskan dengan semisal. Bukan diluruskan tetapi diberikan perspektif ya kan? Kalau di materi ini, ini adalah kondisi ideal, di mana mungkin teori ini atau konsep ini bisa berjalan dengan lancar dan yang kamu alami mungkin itu berbeda. Dan itu enggak apa apa berbeda itu nggak papa. Karena bagaimanapun ya apa yang saya ajarkan disini tuh mostly adalah kondisi ideal.</p> <p>Nah, when you experience something else bisa jadi memang treatment diberikan oleh guru atau yang kamu alami itu berbeda juga dari apa yang</p>	<p>Reciprocal: teacher and students listen to each other, share ideas and consider alternative viewpoints</p>
----------	-----------	--	---

saya contohkan di sini. So is completely fine. Tapi at least kalian tahu bahwa dalam kondisi ideal seharusnya seperti ini. Nah ketika kondisi tidak ideal, jadi kalian sekarang tahu bahwa yang kita pelajari di sini itu tidak akan selalu seperti itu, kalian harus bisa fleksibel, harus bisa adaptif menghadapi perbedaan situasi.

Kalau ada konflik yah? Pastinya akan saya dengar dari keduanya kayak alasannya kenapa ini kamu kok nggak aktif? Gimana kalau aktif di mana dari sana juga ini kok teman ini enggak aktif kira kira kenapa kamu sudah ngapain dia gitu, jadi biar ceritanya lebih lengkap karena bagaimanapun kita enggak bisa dengar itu cuma dari satu pihak aja semua pihak harus harus kita dengarkan supaya kita bisa milih titik temu karena dalam kondisi orang berkonflik dia itu pasti maunya menang sendiri. Semua pasti mau menang sendiri. Cuma kemudian akan ada win win solution di mana kalau itu perbedaan pendapat dalam diskusi sih oke, tapi kalau kemudian ada perbedaan pendapat yang mengarah dalam kerja kelompok itu, kemudian kelompoknya jadi gak akur. Nah itu datang sampaikan ya, kalian harus belajar konflik resolution, gimana caranya kalian berkomunikasi dan menyampaikan ekspektasi supaya dan bikin kesepakatan supaya grupnya bisa berjalan dengan lancar. Dan itupun juga walaupun ada yang gak kerja itu selalu ada pair assessment kalau dikelas saya. Yang itu mereka akan mengevaluasi kinerja masing - masing temmatenya. Jadi mereka tetep punya voice untuk menentukan apakah temmatenya deserve untuk dapat score full atau tidak. Jadi nanti akan ada presentase kerja yang akan

mereka sampaikan ke kita jadi nilai diambil dari situ.



I	11	How do you build a support system for all students in your classroom?	
P	12	<p>Support system ya. Yang jelas practically making many questin seperti pertanyaan yang terbuka dan memang dikelas itu saya sering banget nanyain pertanyaan - pertanyaan yang kaitannya dengan kehidupan pribadi mereka personal experience kemudian belief karna itu kan sesuatu yang sangat berbeda - beda setiap orang. Jadi support systemnya dengan membuat mereka merasa safe bahwa it's okay to have different opinions or ideas it's okay untuk menceritakan hal - hal yang mungkin tidak biasa untuk diceritakan (kegelisahan, pengalaman, kebencian dengan yang mungkin dimasa lalu tentang pembelajaran bahasa inggris dan lain lain) itu mereka bebas cerita even yang mungkin tidak terkait langsung dengan pembelajaran bahasa inggris tapi mereka ada case misal benci gurunya waktu sekolah atau apa lalu kemudian gak suka sama pelajaran ini karna pa oh karna gurunya nggak enak atau kemudian karena malas aja dengan bahasa Inggris. Bahkan ada juga yang bilang saya enggak di sini enggak pengen ngambil pendidikan bahasa Inggris itu juga ada.</p> <p>Tapi itu ya pendapat mereka dan posisi mereka dan kita kan enggak bisa enggak bisa memaksa mereka untuk suka gitu ya. Tapi dari situ saya juga kemudian mulai memutar otak gimana caranya biar pembelajaran itu tuh kalau pun dia nggak suka dia tetap bisa engage.</p> <p>Jadi, Ya itu mungkin proses dialog</p>	Supportive: students articulate their ideas freely, without fear of embarrassment over “wrong” answers, and they help each other to reach a common understanding

		<p>yang terjadi antara mereka dan saya supaya apa yang mereka sampaikan itu juga <u>informing my instruction in the classroom</u> memberikan saya pandangan saya harus gimana, gimana, gimana gitu. Dan itu dibikin safe untuk ngomong dan untuk <u>sambat (curhat)</u>. Sering kok kayak tugasnya sulit gak gitu gimana mau ditambah deadline atau dikurangi gitu? Saya juga tanyain mereka juga oke.</p>	
I	13	<p>How do you cope when some students get stuck in the learning process?</p>	
P	14	<p><u>By asking more questions.</u> Saya jarang banget ya ngasih ini caranya gini loh, caranya pasti akan saya pancing dengan pertanyaan dalam “lah menurutmu kalau nggak gini enggak bisa ada cara lain, coba dilihat pengalamanmu belajar kira kira kamu pernah ngadepin situasi seperti ini nggak di matkul lain atau di pelajaran SMA dan waktu itu kamu ngadepinnya gimana” jadi pakai <u>guiding question/pertanyaan memancing</u> walaupun nggak mudeng mudeng ya itu pasti kayak ada q ini. Kalau dalam situasi seperti ini gimana kamu akan bertindak dengan case tapi selalu diakhiri dengan pertanyaan menurutmu, gimana kamu akan bertindak seperti apa yang pernah kamu alami, seperti apa yang kamu inginkan kalau menjadi ada di posisi seperti itu.</p> <p>Dan walaupun ada sesuatu yang mungkin agak melenceng ya tetap kita. Oh iya itu menarik. Tapi kalau dalam konteks ini dalam materi ini ada cara lain gak menurutnya pas gitu jadi tetap perlu diluruskan juga</p>	<p>Supportive: students articulate their ideas freely, without fear of embarrassment over “wrong” answers, and they help each other to reach a common understanding</p>

		<p>enggak kemudian bebas. Sekalipun itu melenceng kan kita enggak bisa dibiarkan.</p>	
I	15	<p>How do you purpose all the discussion in the classroom that has a lot of differences into the same understanding?</p>	

الجمعة الإسلامية الاندونيسية

P	16	<p>Saya enggakaksa mereka untuk punya same understanding sih. Setidaknya mereka punya the expected learning outcome nya dapat. Tapi kalau soal understand nya kemudian dan itu akan berdampak perspektif opinion perception itu. Saya enggak bisa kontrol karena semua dipenuhi. Tapi ya my current practice itu lebih banyak ketika diskusi ya kita akan diskusi dengan open ended question dan kemudian mereka menyampaikan apapun, memberikan jawaban apapun dan tidak ada fix lancers dalam discussions. Even dibeberapa kelas saya terapkan ya namanya socratic seminar, jadi kayak mereka akan diberi text, kemudian mereka baca dan mereka akan menanyakan apapun dalam diskusi meja bundar itu ya semua akan duduk melingkar dengan bebas menanyai apa saja tentang teks tersebut dan implikasinya atau setuju enggak nya dan mereka sendiri yang take control of the discussion. Saya cuma jadi observer dan nanti di terakhir kayak summing up the discussion</p>	<p>Cumulative: teacher and students build their own and each others' ideas and chain them into coherent lines of thinking and enquiry</p>
I	17	<p>How do you ensure that the learning outcomes are achieved?</p>	

الجامعة الإسلامية
الاستاذ الدكتور

<p>P</p>	<p>18</p>	<p>Learning outcome kalau di matkul - matkul yang saja itu kan biasanya berbasis proyek atau berbasis apa produk. Jadi semisal di matkul CRL (critical reading literacy) itu pasti ada berbagai perspektif. Nah penting outcome nya ya paper atau apalah produk apapun itu yang memuat hasil analisa mereka yang mana di situ termuat perspektif mereka yang berbeda ya pernah ada yang pemikirannya progressif, ada yang pemikirannya konservatif konvensional, ada yang feminis garis keras, ada feminis yang semisial garis fine fine aja gitu kan ada. Kemudian yang kelihatan ada indikasi radikal gitu kan? Jadi ya udah itu pendapat mereka. Saat mereka mengerjakan dan kita enggak bisa paksa mereka untuk kemudian ngikut apa yang saya ingin. Yang penting outcome nya ya analisismu dari perspektifmu, tetapi dengan kriteria yang ditentukan. Semisal analisa itu dilakukan secara mendalam dan melihat elemen elemen berikut. Nah gitu jadi di rubrik itu tidak menjelaskan bahwa kamu harus berpikir this way atau that way, tapi kamu harus melakukan analisis dengan cara. Step satu analisis unsur apapun, kemudian unsur apapun gitu, jadi yang digali adalah quotnya, bukan how they think about that issue.</p> <p>Itu kalo di Crl seperti itu, di Matdev (Material development) pun sama. Yang sekarang tak ajar itu ada memang orang yang lebih suka kayak tradisional grammer approach gitu ya ngajarin grammar yang dikit dikit teori banget. Ada yang suka udah yang penting praktek aja. ya udah di dibiarin, tapi di situ saya luruskan kalau grammar banget, tapi jangan</p>	<p>Purposeful: the dialogue is planned and transacted with a specific learning outcome clearly in view.</p>
----------	-----------	---	---

		<p>lupa bahwa bahasa itu untuk komunikasi. Saya cuma ingin itu seterusnya terus sampaikan kalau yang penting praktek, saya jelaskan Iya praktek bagus tapi perlu kita pastikan bahwa mereka prakteknya itu dengan jalan yang benar sesuai dengan tata bahasa, karena kita kita penginnnya kan kalau mereka bisa ngajarin yang kalau mereka bisa ngomong dengan benar, memahami orang ngomong dengan salah pun enggak akan kesulitan. Jadi sekalipun memang grammar itu 100% tapi atleast kita minimalisir itu biar komunikasi yang dilakukan oleh siswa itu sudah mendekati efisien lah.</p>	
I	19		

P	20	<p>Tergantung kitanya sih, <u>karena ada kalanya dialogic logic itu it didn't works karena memang</u> <u>Terutama saat kondisi online yang online learning itu enggak enggak jalan sama sekali ya karena.</u> Yang jelas itu ketika kita menerapkan dialogic teaching itu, <u>kita harus memastikan bahwa semua orang punya hak yang sama.</u> <u>Berpendapat untuk menyampaikan apapun.</u> Tapi ketika online kan haknya hanya ada cuma kesempatan untuk bicara. Itu kan enggak semua punya karena ada kendala koneksi atau whateveritu kan jadi gak bisa ikut. Tapi kalau pas. Di kelas langsung kelihatan. Ini satu orang itu kelihatan enggak aktif itu bisa kita fokuskan. Nah kalau menurutmu gimana? Dan dia kan bisa langsung ngomong kalau di online kan. Kalau menurutmu gimana? Karena sinyal dia enggak jawab gitu jadi. It didn't really work ketika online learning yang mana udah sempat saya coba Canvas discussion yang mana itu juga Dialogic tapi tertulis tapi awal awal oke kemudian lama lama mereka bosan karena tulisan terus. <u>Jadi memang menurut saya sih Dialogic teaching itu akan lebih enak ketika in person teaching.</u></p>	The Implication of dialogic teaching in the Classroom
I	21		

الجامعة الإسلامية
الاستاذة الأندونيسية

P	22	<p>Tentunya membantu ya enggak cuma bahasa. Tapi mungkin pemahaman tentang hal teaching works karena ya teaching itu kan artinya saya selalu bilang teaching is more and science so they have to be adaptive and flexible enggak kaku dengan kalau harus begitu ya gini enggak? Nah, proses dialogis teaching itu kan prosesnya gimana? Expecting the unexpected siswa itu tidak selalu berpikiran sama dengan kita dan kita harus ready dengan itu. Sehingga dialogic teaching itu at least it helps me to. Anticipate different perspektif it helps me to be open terhadap perspektif dari siswa. Jadi apa ya? Jadi ketika ada beda beda ya? Oke karena memang kau latar belakang beda juga dari saya dari yang lain. Itu membuka ruang apa ya? Ruang komunikasi ruang sharing yang lebih luas daripada ngajar cuma ceramah dosen nerangin dan jawabannya fiks seperti yang sudah ditentukan. Jadi bedalah.</p>	<p>Dialogic teaching as an approach to teaching language</p>
---	----	---	--

SECOND INTERVIEW

I/p	Data number	Transcript	selective
	01	<p>Bagaimana anda mengetahui dialogic teaching approach?</p>	
	02	<p>Tau dari kuliah itu waktu kuliah S2. kuliahnya kan di US nah disana dipraktekan banyak tentang dialogic teaching terutama yang praktik socratic seminar. Dan memang engagement student dalam belajar itu jalan . diskusi itu jalan dan memang para dosen itu memberikan room anything untuk siswa memberikan pendapat, memberikan ide, dan bebas even kalau ada room untuk</p>	

		<p>menyanggah dosen jadi itu sih yang ngebuat inspired to the same disini. Terutama dari situ sih terus kemudian mata kuliahnya banyak membahas soal students center learning dimana membahas bagaimana kita harus meng engaged siswa tidak hanya tahapan praktisnya saja tapi sampai ke tahapan filosofis dimana kita harus incorporate Students background students believe students apapun laut perce ke dalam our learning. Nah dengan ada inkorporasi, itu berarti kan kita harus mampu untuk melibatkan semuanya tentang siswa itu ke dalam pembelajaran. Nah itu salah satu kunci yang ternyata itu memang menjadi landasan dialogic teaching. Kita harus mau untuk meng - acknowledge harus mau untuk meng- appreciate differences dalam pendapat differences dalam pikiran, in culture Itu asalnya dari situ. Terus juga diperkuat apa? Setelah setelah praktek ya sambil jalan gitu sambil baca. Baca juga. Jadi semakin tahu. Oh ternyata ini yang dulunya kan enggak tahu itu namanya dialogic teaching. Kemudian semakin ke sini semakin ke sini kayak baca baca literatur kemudian baca artikel ternyata ini dialogic teaching . ternyata praktiknya salah satunya dengan cara. Salah satunya socratic seminar seminar. kemudian landasan pemikiran itu ternyata seperti ini.</p>	
03		<p>Berarti dari dosen - dosen itu (kampus) memang menerapkan dialogic teaching ya berarti basicnya memang dari perkuliahan yaa?</p>	
04		<p>Iya ada satu dosen namanya itu dokter brand M nisten, dia risetnya itu di dramatik inquiry. Kita tidak bisa membuat siswa belajar. Dan ternyata. Apa ya itu beliau sangat ya. Sangat apa yang dikerjakan beliau sangat relate dengan dialogic Kita</p>	

		<p>tidak bisa membuat siswa belajar. Sebelum siswa itu mengalami namanya wooble. Wooble itu apa ya kayak? Ada goyangan dalam prinsipnya. Dan untuk menggoyang itu kan kita harus melakukan mengajak mereka untuk berdialog untuk mikir. Kalau cuma diajari ini gini ini itu. Itu tidak terjadi bayangan karena mereka cuma receiving, tetapi tidak ada proses di mana mereka challenging their own perspektif dari onbelieve tidak ada proses di mana mereka revisiting apa yang sudah mereka pelajari untuk mereview ulang apa yang sudah mereka ketahui selama ini di situ tidak terjadi wooble jadi tidak ada learning atau walaupun ada learning itu cuma ngingetin aja. Tapi dengan adanya wooble di situ kalau beliau itu. Ketika siswa itu mengalami satu keguncangan kegunaan dalam believe. Nah, di situlah dia akan belajar, dia akan rethinking apa yang sudah diyakini selama ini. Dan di situlah kita masuk dengan materi supaya dia bisa menimbang. Oh, ternyata. Misal materi lama plus materi baru oh ternyata memperkuat atau menegaskan atau pelengkap satu sama lain prosesnya di situ.</p>	
05		<p>Kalau saya liat itu berarti background bener - bener membuat anda lebih percaya students center daripada ataupun approach lainnya lebih oke gak students center?</p>	
06		<p>Enggak selalu oke sih. Oke iya tapi ada kalanya kita harus jadi center of knowledge di kelas terutama yang sifatnya sangat baru. Kemudian butuh banyak guidance disitu kita bermain dengan teacher centered tapi teacher center itu gak bisa jalan sendiri makanya kayak its like combination of both. Kita gak bisa cuman berpengangan ke students center karena kalo mereka terlalu dilepas</p>	

		<p>jadinya juga gak bagus tetep harus ada some degree of control juga dalam mengajar. Karena ini pernah ...kalian mau belajar apa kek gitu kan kayak yang diajarin di students center kan kayak gitu kita (guru) harus menanyakan siswa mereka mau belajar apa pengen belajar gimana itu sampe ditanyakan. Itu gak jalan. Karena kalo di indonesia mostly students masih butuh guidance dari kita (guru) gitu apa yaa semacam what we need to learn, what we need to do dalam kelas supaya mereka bisa langsung eksekusi. Jadi tidak yang sebeb students center banget yang mana mereka bebas milih mau belajar apa kemudian dengan cara apa. itu nggak. Jadi yaa students center.yes. Cuman prosesnya kalo dalam proses persiapan, perencanaan pembelajaran itu ya teacher center. Kita harus sudah punya guideline yang solid meskipun tidak kaku karena di tengah jalan masih bisa belajar entah itu ditambahkan atau dikurangi sesuai dengan kemampuan siswa</p>
07	<p>Ada gak sih pengalaman yang buat anda merasa dialogic teaching itu sebagai approach yang bagus diterapkan di kelas?</p>	
08	<p>Kalo aku kuliah itu. Ya merasa di acknowledge aja sih pendapatnya. Merasa dilibatkan dalam diskusi kelas. Merasa diakui terutama memang setting kelasnya multicultural ya. Ketika saya banyak diam dulu kemudian dosennya invite. So, what do you think Willy? Gimana ini kalo di Indonesia gimana? Nah kayak gitu, jadi merasa kayak ah ternyata kalo aku berbeda itu diakui. Dianggap ada. Pendapatku, ceritaku itu matters dalam belajar. Itu yang bikin rasa kayak oh ternyata gitu ya kalo kita dilibatkan secara aktif di pembelajaran tuh jadi tambah</p>	

		semangat gitu. Disitu saya merasa kalo ya dialogic teaching memang harus dicoba ketika saya jadi dosen. Gitu sih.	
	09	Kenapa pilih dialogic teaching sebagai approach yang diterapkan di kelas?	
	10	Sebenarnya gak selalu dialogic teaching ya. Pasti ada combination dengan others. Apa ya. Macam - macam lah. Cuman mungkin itu proses belajarnya ya kenapa tak pilih karena ya alasan yang sudah tak sebutkan tadi. Ya biar siswa merasa presence matters dalam kelas kemudian juga mereka bisa me-link kan apa yang mereka pelajari dengan apa yang mereka alami di dunia nyata. Makanya mereka harus dibuat untuk mikir. Untuk relate melalui dialog itu tadi. Ntah melalui diskusi tanya jawab. Atau apa namanya. Penugasan yang memang cenderung open ended.	
	11	Kalau di dialogic teaching, bagian apa yang membuat anda merasa approach ini berbeda dengan yang lainnya?	
	12	Mungkin pandangan bahwa ada kalanya kalo memang kita harus mengakui kalo kita tidak selalu benar sebagai teacher. Ya kita harus paham kalo ada yang tidak kita ketahui dan siswa ketahui nah disitulah yang harus kita perhatikan. Karena kalo kita merasa paling tahu apapun yang dikatakan siswa yang belum kita ketahui akan kita anggap salah padahal belum tentu. Karena kan yang namanya dialog kan kita kayak benefit in front to side. Gitu ya. Jadi kita harus paham kalo berbeda itu tidak selalu salah. Berbeda dari apa yang kita yakini itu tidak selalu salah. Bisa jadi itu dari perspektif lain, bisa jadi itu "oh ternyata di dunia lain ada	

		yang seperti itu” orang lain terjadi kejadian yang alami. Dan itu. Itu yang paling sulit terutama untuk guru - guru yang profesional ya karena kan. Ya kalo di indonesia kan guru itu kayak respecting banget dan memang cenderung selalu dianggap benar
	13	Terlepas dari rulesnya masing masing sebagai teacher dan student, menurut anda antara teacher dan student itu posisinya sama tidak di dalam kelas?
	14	<p>Sama gak sama sih. Samanya itu semuanya punya suara. Punya voice. Semua berhak untuk berpendapat, berhak untuk menyampaikan apapun yang ada di kepala mereka. Gak samanya adalah teacher itu adalah orang yang regulate. Jadi regulate otomatis sedikit di atas kayak kemudian ketika ada pendapat yang melenceng harus bisa meluruskan, ketika ada anak yang gak participate harus bisa nge-involve, dan kita tidak bisa mencapai peran itu kalo kita (guru) posisinya kayak equal. Ya kita tetap satu step diatas mereka (students) tetapi di dalam prosesnya semua orang punya hak yang sama untuk berpendapat, bersuara, setuju dan tidak setuju merupakan hak. Gitu sih</p> <p>Bahkan kalau filosofi saya sebagai teacher, teacher itu jangan pernah jadi teman bagi siswa. Kalau teman kan kita equal ya. Ya kayak kamu lah kalau berteman kan apa kebun binatang mu keluar kan ketika percakapan sehari - hari. Nah kalau kayak gitu otomatis martabat guru akan sangat rendah kalo sampai kek gitu dan siswa sudah banyak teman. Mereka gak butuh satu teman yang older than them gitu. Mereka butuh panutan di kelas. Jadi peran guru disitu. Jadi tidak setara. Setara dalam hak berpendapat dan berkontribusi</p>

		menyampaikan pikiran. Tetapi dalam proses pembelajaran atau perkuliahan itu guru yang pegang kontrol	
	15	Setelah selama ini menerapkan approach dialogic teaching, apakah anda akan menggunakan approach ini kedepannya?	
	16	Ya pastinya dan dikembangkan sih. Kalo selama ini kan nerapin cuman kek gak sampe di riset gak sampe sing .. kendala waktu sih cuman yo nanti kedepan mungkin akan dikembangkan	
	17	Selama penerapannya, apakah ada tantangan lalu bagaimana anda mengatasinya?	
	18	Beda culture, yang jelas itu apa ya. Nek anak baru dari SMA ke kuliah itu beda banget. Kek mereka itu masih biasa banget disuapin gitu kan di sekolah itu . dikuliahkan harus dilepas. Kalo tantangan ke mahasiswa lain, mahasiswa yang gak biasa ngambil di kelas saya yang model - model socratic seminar model - model boleh protes model yang saya yang gak ngasih banyak materi mereka harus cari sendiri atau kita harus banyak diskusi untuk mencari materi itu gak akan terbiasa. Contohnya apa? Misalkan kalo di semester ini ada kelas matdev ya kecenderungannya itu kalo dari personal point of view ya. Yang kelas saya itu anak - anaknya udah bisa untuk bikin materi sendiri. C1-c6 nya itu somehow udah lebih mudeng. Kemudian tak masukan juga soal sense of question sama same understanding dan prosesnya itu mereka kerjanya berkelompok dan kita banyak berdialog. Saya gak sepenuhnya.. Kalo mereka stuck tak suruh coba cari lagi coba cari yang lebih pas. Cari yang lebih ok untuk kosentrasi kaya ini. Itu prompt dari saya kayak gitu.	

		<p>Yo ini dari pengalaman saya sih sama cerita dari anak - anak. Yang di kelas satunya. Dosen satunya. Itu gak sing intens itu. Cenderung kelas itu sampai di dampingi banget. Kayak dosennya itu kayak ngawal banget lah dikelas itu. Nama kelas gak bisa disebutkan. Dan anak - anaknya itu memang mungkin cenderung bisa tak bilang kurang begitu gubris dalam pembuatan materi. Karena Ditempat saya pun udah tak masukin culturally relevant pedagogy yang mana mereka banyak berdialog soal culture itu dan pembelajarannya seperti apa sih perannya. Bentuk nya seperti apa sih penerapannya seperti apa. Itu kan socratic seminar sampai 7 kali kalau ndak salah di kelas itu. Gitu.</p>
19		<p>Kalau kelas Matdev kan sebenarnya turunanya kelasnya dari Indes. Mungkin ketika matkul indes setiap guru punya gayanya sendiri. Itu jadi tantangan sendiri tidak karena mungkin akan ada pengulangan materi untuk mahasiswa?</p>
20		<p>Mengulang pasti cuman ya pada akhirnya karna prosesnya dialogic ya jadi mereka juga belajar gak cuman dari saya. Tapi dari temannya. Mereka juga banyak berdialog dengan teman sekelas, berdialog dengan teman sekelompok. Jadi knowledgenya itu di construct bersama gak sing kemudian saya harus ngajarin dari awal. Enggak. Cuman apa kemudian. Mereka banyak berdiskusi lalu dikonfirmasi ke saya. Jadinya knowledge sonstructionnya itu dilakukan bersama gak cuman dari saya. Sing anak - anak di kelas matdev dari kelas lain pun juga akan sharing oh ternyata di kelas sebelah tuh seperti ini nah kemudian kita cari jalan tengahnya bersama - sama. Nah tak tanya menurut kalian nek kayak gini gimana. Kalian akan mengambil</p>

		<p>jalan yang mana. Bagi kalian lebih efektif yang mana. Lebih efisien yang mana. Nah itu is up to them, kan kemudian kita juga berdiskusi mana yang lebih oke mana yang lebih nyaman untuk kondisi sekarang. Lebih relevan untuk merdeka belajar sekarang. Jadi mereka ya. Almost everything akan game of fear , talk, and sharing ideas. Gitu sih</p>	
	21	Selain itu apakah ada tantangan yang lainnya/	
	22	<p>Apa ya. Waktu. Kan kelas luring sering pasti. Kita harus banyak - banyak. Gak bisa kita itu banyak soal abcd kalo di kayak gitu. Ya essay ya diskusi ya apa ya. Ya menulis refleksi. Begitulah kebanyakan. Dan itu harus baca satu - satu. Itu yang menjadikan kendala waktu. Nek abcd itu kan enak tuh tinggal goggle form jadiin kuis nilainya kan otomatis kerecap kan, jadi haru ngecek. Dan planning itu harus careful banget kalo di kelas luring karena kan kira harus nyiapin jawaban antisipasi pertanyaan mahasiswa akan seperti apa. Mungkin kalo ada pertanyaan sulit itu tidak bisa dijawab hanya satu kali pasti kan sekali itu harus diskusi untuk menjawab pertanyaan sulit itu. Harus dilempar ke mereka dulu.</p>	
	23	Jadi kendalanya di feedbacknya juga ya ?	
	24	Kendala di waktu sih. Nek di feedback gak terlalu. Ya konsekuensi dari waktu ya feedback itu. Kendala ngasih feedback maksudnya. Ya waktu itu. Masalah waktu itu sih	
	25	Seringnya kalau misalkan terkendala waktu bagaimana pendistribusian feedback ke siswa? Menyeluruh atau tetap satu - satu?	
	26	Menyeluruh aja sih. Jatuhnya menyeluruh. Karena Gak cukup satu	

		satu ya. Ya i have other things to do lah ya begitulah.	
27		Tapi sering gak mahasiswa itu karena pake approach yang dari dialogic teaching itu jauh lebih berani nanya secara langsung atau diluar kelas mereka nanya untuk feedback.	
28		Kalau di kelas tadi banyak nanya. Di kelas matdev itu. Banyak nanya diluar. Memang minta ketemuan atau kalau pas tugas saya itu ada konsul dan itu saya nyediain itu cuman gak wajib tapi pada ikut. Terus nanya di WA (whatsapp). Kadang kayak ketemu gak sengaja di jalan tanya juga gitu.	

الجامعة الإسلامية
الاستاذ الاندوني