

**AN INDONESIAN EFL TEACHER'S BELIEF IN CLASSROOM
INTERACTION**

A Thesis

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



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AN INDONESIAN EFL TEACHER'S BELIEF IN CLASSROOM
INTERACTION

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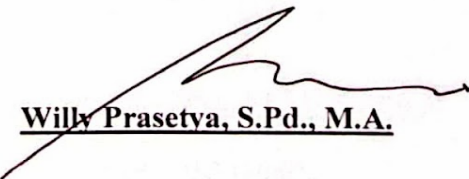
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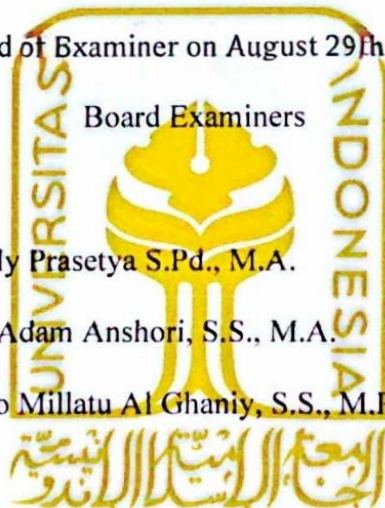
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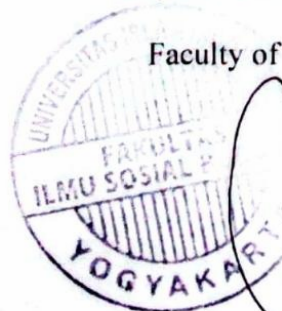


Three handwritten signatures in black ink, corresponding to the names of the board examiners listed to the left.

Yogyakarta, . 8th August 2025

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A large, stylized handwritten signature in black ink, which appears to be 'Puji Rahayu'.

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STATEMENT OF WORK'S ORIGINALITY

With honesty in my heart, I declare that this thesis does not contain parts of any other people's work, and was written by myself, except those cited in the quotation and references, as a scientific paper should.

Yogyakarta, 22 August 2025

The Writer,



Salsabilla Maura Istiqomah

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MOTTO

Focus on *improving*, not *proving*

DEDICATIONS

First and foremost, I dedicated this thesis to Allah SWT, the Most Gracious and the Most Merciful, for giving me strength, patience and guidance through this journey.

Second, to my most beloved parents, whose endless prayers, sacrifices, and unconditional love have been my greatest motivation. May Allah reward them abundantly in this life and hereafter.

Lastly, to my family and friends who supported me with sincere encouragement and heartfelt du'a. May Allah bless you for your kindness.

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AN INDONESIAN EFL TEACHER'S BELIEF IN CLASSROOM INTERACTION

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ABSTRACT

Classroom interaction is an important aspect in English language learning because it may indicate student engagement and possible issues that students are facing in the classroom. This study aims to explore the belief of an in-service EFL teacher regarding classroom interaction in her own teaching practice. The participant is an English teacher at a state junior high school in Indonesia who has more than five years of teaching experience. This study investigates the relationship between the teacher's belief about classroom interaction and how that belief is reflected in her actual teaching. The analysis focuses on the three types of interaction introduced by Moore (1998): Student-Teacher Interaction, Student-Material Interaction, and Student-Student Interaction. The research utilizes a qualitative approach. Data are collected through classroom observations and followed by recall interviews to gain deeper insights into the teacher's reasoning and reflections. The findings highlight that the teacher's beliefs are shaped by various factors, such as personal teaching values, student engagement, language proficiency, and student background. External factors like the national curriculum and school policies also play a role in shaping her classroom practices. This study also discusses its implications and suggests directions for future research in teacher belief and classroom interaction.

Keywords: Teacher's Belief, Classroom Interaction, EFL Language Teaching

CHAPTER I

INTRODUCTION

1.1 Background of the Study

For over a century, researchers have explored how learning can be effectively delivered to students and how these methods can contribute to their academic achievement. Researchers such as Allwright (1981, 1984a, 1984b), Breen and Candelin (1980), Long (1981), and many others had found that the best way of teaching a language has something to do with classroom interaction. Classroom interaction is a vital component that serves as the key to classroom learning (Allwright, 1976). Fundamentally, classroom interaction mostly refers to conversations between students and teachers, teacher's questions and student responses, the feedback given by the teacher, and how the speaking takes turns and distributed (Rivers, 1987). Through such interaction, teachers can learn how students process learning, engage students in constructive conversation, and recognize student's characteristics.

In language learning, interaction is a way to achieve optimal results. Interaction is useful for improving language skills by listening to or reading authentic language materials, or by learning from the output of fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals (Rivers, 1987). In Indonesia specifically, studies regarding classroom interaction mostly focus on teachers' talk and instructional methods (Liando, 2010; Fraser, Aldridge, & Soerjaningsih, 2010;

Rido, Ibrahim & Nambiar, 2014; Sundari, 2017; Sundari, Rafli, & Ridwan, 2017). However, the studies about teachers' beliefs in other forms of interaction that occur in the classroom, such as Student and the content being taught and interaction between students remain underexplored.

Teacher's belief is an abstract concept related to how a teacher processes thoughts that reflect personal, social, or professional understandings, which are constructed over time through enculturation, education, or schooling (Ennis, 1994). These beliefs are closely tied to the teacher's background, including culture, environment, and education, which have gone through processes of reasoning and understanding—ultimately influencing decision-making in life. Considering this, many scholars have suggested exploring teacher's belief more deeply, as it encourages teachers to use strategic and pedagogical behavior (Richardson, 1996).

Whereas “to understand good teaching, we need to hear what the teacher's beliefs and study what good teachers thought, knew, and believed” (Rovegno, 2003). In the context of classroom interaction, these beliefs influence how teachers interact with students, design learning activities, and manage their classrooms. These beliefs are reflected in everything from how teachers create lesson plans to how they respond to students' questions. However, research on beliefs is still rarely found in the context of EFL learning in Indonesia. Research on teacher's beliefs in Indonesia has mostly focused on beliefs about teaching and learning and their implementation in real-life settings, as well as their influence in other forms such as attitude, motivation,

pedagogy, and teacher development (Utami, 2016; Too & Saimima, 2019; Munandar & Newton, 2021; Maruf, 2023; etc.).

Furthermore, recognizing the importance of this field, I believe that there needs to be research on classroom interaction that goes beyond teacher's talk and also encompasses all interactions that occur in the classroom, as well as the teacher's beliefs on classroom interaction including the interaction between Student and Teacher/instructor, Student and the material being taught, and the interaction between student and student. Therefore, to fill this gap, this research aims to explore the phenomenon of teacher's beliefs through the eyes of classroom interaction, focusing not only on teacher's talk but also on other aspects of interaction that may occur in the classroom in a more in-depth manner. Moving from the fact that every teacher has a different way and character of teaching, and if we can understand why an individual character has a certain pattern of teaching, we can provide one step further in teacher education and development (Garton, 2008).

In order to gain deeper perspectives, this study will focus on the three types of interaction proposed by Moore (1998) that occur in distance learning, namely Student-Instructor interaction(1), Student-Content interaction(2), and Student-Student interaction(3). These serve as the guiding framework for this study. Although the learning context discussed by Moore is distance learning, these three forms of interaction remain relevant to teaching and learning activities, both in digital environments and—in this case—in face-to-face settings, as well as in general learning processes. This is based on the premise that all three forms of interaction are

inherently present in any learning environment. However, due to the rarity of relevant literature, the starting point for this study is based on the work of Li and Walsh (2011) on EFL teachers' beliefs regarding classroom interaction, which serves as the main reference. Previously, research by Li and Walsh (2011) had undergone more reconstruction than other scholars with a similar focus, such as Fajardo (2013), Aksoy (2015), Nemati et al. (2021), and Tarigan & Stevani (2022). However, what is different is that these studies have not yet penetrated in the realm of teaching and learning in Indonesia, so this study was conducted to fill the gap. This study focuses on diving deeper into the direct interactions that occur in the classroom through the eyes of teachers, and their complex relationship with the beliefs that they state. Finally, this study is designed to answer the question: "In what ways do the beliefs they state influence their way of teaching?"

1.2 Identification of the Problems

Many studies on classroom interaction focus mostly on teacher talk, without fully exploring the wide range of interactions that happen in the classroom. In reality, classroom interaction includes not only what teachers say, but also how students respond, how they interact with one another, and how students react to the content being taught. All three are important in shaping how students learn, yet research often emphasizes only the teacher's role in delivering instruction. In fact, interaction in the classroom is more complex. Students not only interact with the teacher, but also with their classmates and the learning materials. At the same time, teachers play a central

role in shaping these interactions, because they make decisions about how learning is organized, how students participate, and how communication flows in the classroom.

These choices are deeply influenced by the teacher's personal beliefs about teaching, learning, and classroom communication. According to Li and Walsh (2011), a teacher's belief system has a strong impact on how they structure classroom talk, manage interaction, and create learning opportunities. Despite this, research that directly connects teachers' beliefs about interaction with their real classroom practices is still limited, particularly in EFL contexts. Therefore, there is a need for research that looks more deeply at how individual teachers understand and shape classroom interaction. By focusing on the teacher's beliefs, we can gain more meaningful insights into what happens in real classroom situations and how teachers make decisions during teaching.

1.3 Limitation of the Problems

This study focuses on examining classroom interaction from the perspective of a teacher. This research does not aim to evaluate the effectiveness of the interactions, or to analyze students' beliefs or other perceptions. The scope of this study is limited to understanding how teachers interpret and implement student-instructor interaction, student-content interaction, and student-student interaction in their classroom (Moore, 1989) based on their personal and professional beliefs, and how these beliefs shape their classroom practices. This study uses the framework by Li and Walsh (2011) as a guideline for data collection and literature review.

1.4 Problem Formulation

To contribute to this problem, this study focuses on diving deeper into the direct interactions that occur in the classroom through the eyes of teachers, and their complex relationship with the beliefs that they state. This study aims to investigate how teachers' beliefs influence their behavior and responses in the perspective of Moore's three types of interaction: student-student, student-instructor, and student-content interactions, encompassing beliefs about students, student backgrounds, language proficiency, and external factors such as school curriculum and policies. Therefore, this study attempts to answer the question:

“In what ways do the beliefs they state influence their way of teaching?”

1.5 Objectives of the Study

The objective of this study was to explore and examine the beliefs held by a teacher regarding classroom interaction—specifically, how they influence her actions in real-life teaching practice.

1.6 Significance of the Study

This study is important because it helps us understand how a teacher's personal beliefs influence the way they interact with students during classroom activities. While many studies have focused only on teacher talk, this research looks at a wider range of classroom interactions, including student-instructor,

student–content, and student–student interactions, based on Moore’s (1988) framework. By using the theory of teacher beliefs from Li and Walsh (2011), this study shows that what a teacher believes can shape how they teach in real life. Understanding this connection is helpful for teachers, especially when they are reflecting on their teaching methods or trying to improve their classroom practice. This research can also be useful for teacher training programs, because it encourages new teachers to think about their own beliefs and how those beliefs affect students' learning experiences.

Finally, This study is expected to benefit several groups. For teachers, the findings may encourage greater self-awareness and reflection on how their personal beliefs influence the way they make interactional choices and manage classroom communication. For teacher educators, the study highlights the importance of paying attention to belief systems in teacher training programs, especially in preparing teachers to develop effective interaction strategies. Curriculum designers and school administrators may also gain valuable insights from this research, as it emphasizes that classroom interaction cannot always be approached through standardized methods alone but should instead make space for diverse, belief-driven teaching practices. Beyond these practical contributions, the study also holds significance for future researchers by offering a framework for analyzing classroom interaction that takes into account not only observable classroom behaviors but also the perspectives and beliefs that shape those behaviors.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher's Beliefs

Beliefs typically encompass "assumptions, commitments, and ideologies" (Calderhead, 1996, p. 715). Distinguishing between belief and knowledge can be challenging, yet beliefs commonly denote opinions and perspectives, whereas knowledge rests upon factual foundations (Pajares, 1992; Calderhead, 1996). An expanding body of research indicates that teachers' beliefs significantly influence how they perceive and evaluate interactions in the classroom, consequently shaping various classroom methodologies and approaches (Clark and Peterson, 1986; Clark and Yinger, 1987). Many studies have shown that understanding teachers' beliefs is crucial for understanding how they act in the classroom (Kane, Sandretto, and Heath, 2002; Borg, 2006). For example, Ng and Farrell (2003) found that what teachers say and do in class reflects what they believe. Similarly, Lamb (1995) discovered that how teachers understood ideas during and after training affected how they taught. Other studies have noted differences between what teachers believe and how they actually teach (e.g., Farrell and Kun, 2008; Phipps and Borg, 2009). These differences are often due to things like the context of teaching, such as how new ideas fit into the existing curriculum and exams (Borg, 2006; Lamb, 1995). Hence, grasping teachers' beliefs requires recognizing the pivotal role of interaction, as it

forms the essence of teaching, learning, and professional growth (Li and Walsh, 2011).

2.2 Classroom Interaction

It is well known that interaction is one of the characteristics of education itself, where there will be no education without interaction. Moore (1989) claimed that “Interaction is another important term that carries so many meanings as to be almost useless unless specific sub meanings can be defined and generally agreed upon.”. According to him, interaction occurs as a process of changing students' understanding, knowledge, perspectives, as well as structure and thinking, with the teacher being the lead and controller in the intensity of student interaction and content. Research on classroom interaction goes back at least for more than 80 years, with a focus on studying and evaluating different methods of teaching in second language classroom settings (Tsui, 2001). In the context of language learning, researchers describe interaction as the "heart" of learning, because learning is obtained not *through* interaction, but *in* interaction (Walsh, 2011, p. 50; Ellis, 2000, 209; original emphasis). This is because in the interaction there is a process of exchanging input and output, where the input given by the teacher can be more easily understood by students, so as to maximise the input to be learners' intake (Krashen, 1985; Swain, 1995; Long, 1996; Gass, 1997; Lucha & Berhanu, 2015). To put it briefly, the foundation of comprehension of learning and teaching is an understanding of classroom interaction (Li & Walsh, 2011).

In the domain of English language instruction as a foreign language in Indonesia, an investigation into classroom interaction was carried out by Putri in 2015. Putri screened the discourse of characteristics and the dynamics of interaction manifested within the EFL classroom in Indonesia. Through her investigation, Putri stated that teachers use substantial indirect influence on students during the educational process. Specifically, teachers rely heavily on the strategy of "questioning" as a fundamental element of interaction. Presently, Sundari (2017) is engaged in an investigation within a lower secondary school in Jakarta, addressing a notable gap in the literature where research on EFL classroom interaction predominantly focuses on adult learners, neglecting early education contexts. This study attempts to elucidate the mechanisms underlying interaction in EFL learning and its determinants. Sundari contends that teachers rely heavily on language as a tool for classroom management and as a conduit for fostering relationships between students and teachers. In summary, researchers have delved into various aspects of classroom interaction in Indonesia, focusing particularly on innovative methods to enhance effective interaction (Liando, 2010; Fraser, Aldridge, & Soerjaningsih, 2010; Rido, Ibrahim & Nambiar, 2014; Sundari, 2017; Sundari, Rafli, & Ridwan, 2017). These studies suggest that how teachers manage classroom dynamics affects interaction. Teachers with a positive attitude typically encourage better communication among students, fostering strong bonds between students and teachers.

This study will focus on the three types of interaction proposed by Moore (1998) that occur in distance learning, namely Student-Instructor interaction (1), Student-Content interaction (2), and Student-Student interaction. These serve as the guiding framework for this study. Although the learning context discussed by Moore is distance learning, these three forms of interaction remain relevant to teaching and learning activities, both in digital environments and—in this case—in face-to-face settings, as well as in general learning processes.

(1) The first part, the interaction between students and teacher is described as "regarded as essential by many educators, and as highly desirable by many learners' ". This is because a teacher holds a greater influence in understanding material on students when there is interaction between teacher-students. Teacher-Student interaction is a process aimed at stimulating or maintaining students' interest in what is being taught. This interaction also serves as a bridge for the teacher to motivate students, enhance their attention, and support the development of self-direction and self-motivation. In this process, teachers may engage through the presentation or explanation of information, demonstration of skills, or modeling of certain attitudes and values. Students, in turn, may use this opportunity to practice their skills, while teachers can evaluate their performance and provide counsel, support, and encouragement to each student. One example of a basic unit of student-teacher interaction is when a teacher, as an expert, asks whether students understand what is being taught (Hall, 2003). By asking students about their learning, the teacher takes the first step in building

communication that engages them in the learning process. Over the centuries, research on the relationship between student-teacher interaction has been conducted from various perspectives and viewpoints (Yanfen & Yuqin, 2010). One example is a study on the impact of student-teacher interaction in the context of EFL learning in China (Wang, 2011). Most existing studies focus on teacher talk (Yanfen & Yuqin, 2010; Nurprahmi, 2017; Huriyah & Agustiani, 2018; etc.). In addition, research on student-teacher interaction has expanded to examine its impact on various aspects of academic performance (Hussain et al., 2019), such as oral proficiency (Abada, 2017) and reading abilities (Talebinejad & Matou, 2012), as well as the perceptions of both students and teachers (Amerstorfer & Kitsner, 2021; Vatøy & Gamlem, 2020).

- (2) The second type of interaction, which is between students and the content being studied, this interaction forms the core of learning—there would be no education without it. Moore explains that Student-Material interaction is a process of changing the learner’s logic or mindset. It involves interaction between students and the content being taught, resulting in changes in their understanding, perspectives, and the cognitive structures of the learner’s mind. Student-Material interaction includes learning activities that involve the transfer of understanding regarding the subject matter or knowledge being taught. For example, this can take place through interaction with worksheets or learning materials, whether delivered directly or through teaching methods designed by the teacher. Research on student-material or student-content interaction suggests that the choice of

material and methodology can affect student performance (Mamun & Lawrie, 2023). The higher the quality of the material provided, the greater the impact (Fatma Er & Mustafa Er, 2016; Kumar et al., 2021; Aydin, 2021; etc.).

- (3) The third form of interaction, Learner-Learner interaction, is a valuable and essential source of learning, as it provides opportunities for students to display various talents and skills through interactions with their peers. This type of interaction occurs between students, whether in group settings, with or without the real-time presence of a teacher. An example of the outcomes of this interaction is when a teacher observes that a student demonstrates leadership skills that enhance their problem-solving abilities, or when learning materials are more effectively understood through an efficient group dynamic. Research in this area has emphasized the importance of student-student interaction for more than three decades (Johnson & Johnson, 1985; Armstrong & Balow, 1981; Doughty & Pica, 2001; Van Lier, 2001). In recent decades, studies have increasingly focused on how to utilize this interaction to achieve optimal results—for instance, through the use of effective group work (Knutson, 2001; Lindblom-Ylänne, 2003) or by incorporating various instructional methods (Jacobs & Ward, 2000; Lindblom-Ylänne, 2003; Jin, 2005; Aydin, 2021; etc.). Additionally, a study by Borokhovski (2012) proposed two forms of Student-Student interaction: *contextual interaction* and *designed interaction*. In contextual interaction, the teacher sets up the necessary conditions for interaction to occur, though it is not specifically designed to promote collaborative learning. In contrast, designed

interaction is intentionally structured by the teacher to enhance instructional collaboration and improve student learning.

2.2 Review of Related Literature

The study by Li and Walsh (2011), for example, emphasized that the relationship between teachers' beliefs and the reality of interaction in their teaching is both complicated and complex. Each belief is influenced by personal factors such as education, background, and mindset. On the other hand, the interaction that happens in the classroom is also affected by different contextual factors that differ among one teacher and another, such as students' attitudes, language levels, teachers' understanding, and so on. In another study, Petek (2013) compared teacher's beliefs in interaction-based classrooms between native and non-native teachers. He found that in actual classroom practice, native teachers tended to use more display questions and code-switched into their native language more often than non-native teachers. The study did not clearly mention the specific beliefs of those teachers. However, it gave a general idea about the relationship between their beliefs about classroom interaction when teaching communicative language, such as teachers' questions, strategies for negotiating meaning, and code-switching, with what actually happened in the classroom.

In other previous studies, research on teacher's beliefs in classroom interaction has many facets with different focuses and results. Many of these studies show that teacher's beliefs about classroom interaction are influenced by their educational background (Herzog & Ward, 2004; Hamre et al., 2012), where deep-rooted beliefs about how languages are learned affect how they teach more than the methodology they adopt or the teaching books they use (Williams & Burden, 1997).

2.3 Theoretical Framework

This research focuses on two theoretical perspectives, namely Moore's (1989) framework about three types of classroom interaction: student-mentor, student-student, and student-content interaction, and Li and Walsh (2011) as a guideline in exploring teacher's beliefs in real-life classroom interaction. Together, these literature frameworks provide a foundation for understanding how interaction is both structured and interpreted by the teacher in real classroom context. To help understand this literature more easily, the following is a simple illustration of the literature:

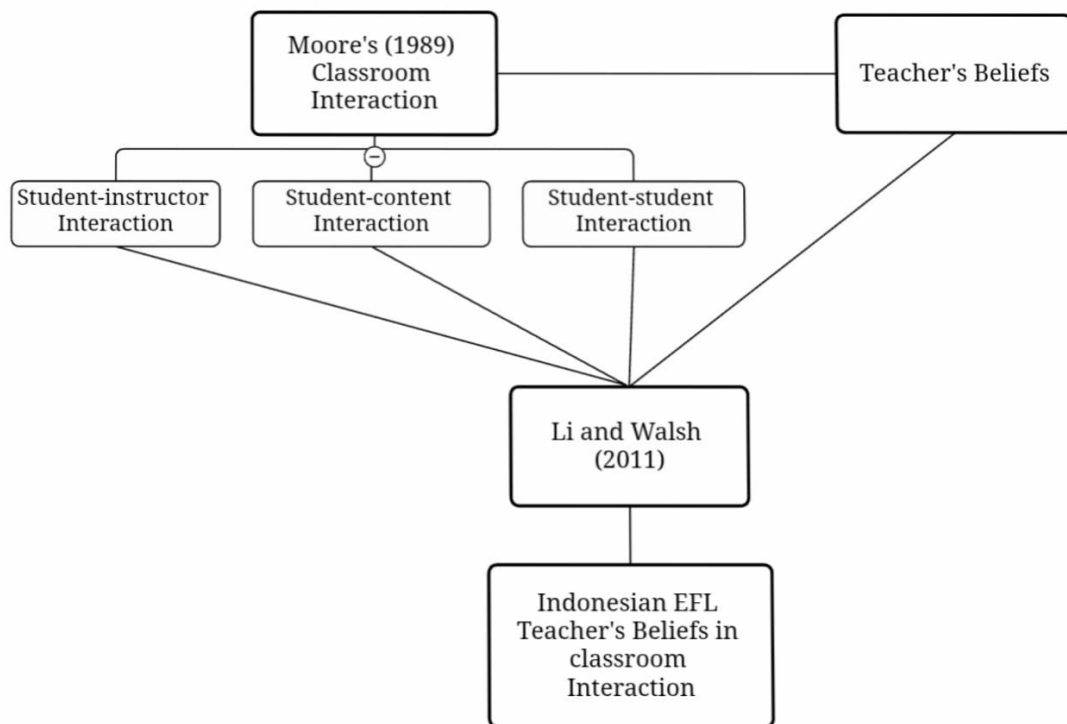


Figure 2.1 *Theoretical Framework*

2.4 Definition of Key Terms

Classroom interaction refers to the interaction that occurs between teachers and students, as well as among students, within the classroom setting (Tsui, 2001). This interaction focuses on the language used by the teacher to communicate with or initiate communication with students. More recent studies have begun to explore the underlying factors that shape classroom interaction. One area that has received significant attention is student and teacher's belief.

Teacher's belief encompasses the propositions that teachers consider to be 'true', and therefore has a strong influence on their classroom practices (Borg, 2003).

These beliefs are typically shaped by the teacher's personal experiences, educational background, and professional knowledge, all of which influence how they interpret classroom events and make instructional decisions.

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

This research is a replication of a previous study by Li and Walsh (2011) about teacher's beliefs in classroom interaction. However, rather than only analyzing teacher's talk and the types of interaction that happen, this study focuses on exploring the types of interaction in the classroom, based on the interaction types proposed by Moore (1989).

In presenting our research findings, I chose case study as the research method because it fits with the phenomenon and case I am trying to examine. As Stake (1995) stated, a case study is a type of qualitative research that involves an in-depth investigation of a phenomenon. This aligns with our goal, which is to study the relationship between the phenomenon of classroom interaction and context from the teacher's point of view in depth. In addition, using a case study allows us to explore the complexity of teachers' beliefs within a real-life context more thoroughly.

3.2 Participant and Setting

As a context, the study was conducted at a public school in Yogyakarta, Indonesia. The participant involved was Sari, an English teacher who began her teaching career in 2020. She is in charge of teaching English to five seventh grade classes, with each class consisting of approximately 32-34 students. Sari also serves

as the Person in Charge (PIC) for additional English and ethics classes, as well as extracurricular activities such as *English for Speaking* and *English for Math and Science*. Before settling at her current school, she had gained experience teaching at some private and public schools.

She is highly dedicated to her professional growth as a teacher. She actively participates in various teacher development programs and professional teaching organizations. The school where she teaches is a public junior high school in Yogyakarta that implements iPad-based learning and is equipped with adequate facilities to support the learning process.

In order to thoroughly investigate and grasp the complex relationship between participant's real-time classroom interaction and the personal beliefs of hers, alongside the consequential influence of these beliefs on pedagogical principles and professional methodologies, qualitative research methodology was deliberately selected as the optimal investigative framework. This study employs data collection techniques, primarily centered around interview and classroom observation, supplemented by stimulated recall interviews aimed at delving deeper into the underlying beliefs, particularly in the context of comparable contextual conditions, as highlighted by Yin and Davis (2007).

3.3 Data Preparation and Collection

The first step I took was looking for participants. In this case, due to some personal reasons, I had to change participants several times until I found Sari. I

contacted Sari directly without going through the school and asked for her personal consent. With her signed consent letter, I began the data collection process. The first method of data collection I used was an interview to find out Sari's stated beliefs. I documented the interview by taking notes and recording the session for later transcription. This interview focused on the beliefs stated by Sari, and it revealed the underlying principles she holds, which would later be used as a reference point for our study.

After the interview, I scheduled another meeting with the participant to carry out a direct classroom observation while she was teaching. For this, I prepared a camera and microphone to record moments of interaction in the classroom. However, due to several issues—such as miscommunication that resulted in inadequate preparation—I had to conduct the observation on short notice. As a result, the camera I brought had not been fully charged, and the battery was very low. This prevented us from recording the session in full; instead, I could only capture short clips, with a maximum duration of around 10 minutes each. Fortunately, the participant's microphone functioned well, which allowed me to analyze the recorded audio effectively.

The final interview took place a few days after the observation. This was a recall interview aimed at asking the participant about her reasoning behind how she managed her classroom. This interview was conducted online via Zoom. Based on the records I obtained, I asked about Sari's reasons for interacting in her class.

In these interviews, teachers were asked about a wide range of topics, from everyday happenings in the classroom to their thoughts on Classroom Interaction. They were prompted to think back on their teaching experiences and how these related to their beliefs. Additionally, both the video recordings and interview responses will be carefully transcribed and reviewed by the participants themselves. This process ensures that the information collected is accurate and helps prevent any possible confusion or misinterpretation, as recommended by Lincoln and Guba (1985).

Lastly, the interview questions that were used in this study were based on the study about Teacher's belief in Classroom interaction by Li and Walsh (2011).

Interview Questions

1. How do interaction patterns differ when you teach in classes with different backgrounds? [*different levels/different social and cultural levels/different proficiency.*]
2. Are there any specific considerations/special strategies in planning learning?
3. What is your view about learning English in Indonesia? (*terutama di sekolah negeri*) (*curriculum, support systems, text book, teaching association*)
4. Are there any considerations in teaching, especially in all activities that involve interaction? (*student-student, student-material, student-teacher*)
5. In your opinion, what is a good teacher like

6. What was the most important part and difficult part in teaching?

3.4 Data Analysis

This study employed a qualitative research design to explore how an EFL teacher's beliefs are reflected in classroom interaction. The data, consisting of classroom observations and recall interviews, were analyzed using thematic analysis as outlined by Braun and Clarke (2006). This method was chosen for its flexibility and suitability in identifying, analyzing, and reporting patterns within qualitative data.

The analysis process followed six key steps. First, the researcher familiarized herself with the data by repeatedly reading the observation notes and interview transcripts to gain an overall understanding. In the second phase, initial codes were generated manually to identify meaningful segments of data relevant to the research questions. These codes were then reviewed and organized into potential themes, particularly in relation to the three types of classroom interaction proposed by Moore (1998): student-instructor interaction, student-content interaction, and student-student interaction. In the fourth step, the themes were reviewed and refined to ensure that they accurately represented the data and were supported by sufficient evidence. Next, the themes were clearly defined and named, ensuring that each captured a specific aspect of the teacher's belief and classroom behavior. Finally, the findings were interpreted and reported in narrative form, supported by direct quotes and observation notes to ensure transparency and authenticity.

Throughout the analysis process, the researcher maintained reflexive notes to monitor potential biases and ensured the findings remained grounded in the participant's actual language and classroom practices.

3.5 Trustworthiness

To ensure credibility and validity, this study applied methodological triangulation, a technique that involves collecting data through multiple methods to verify and enrich the findings (Denzin, 1978).

This study used three data collection methods. First, a semi-structured interview was conducted to explore the teacher's stated beliefs regarding classroom interaction. Second, classroom observations were used to identify how those beliefs were reflected in actual teaching practice, particularly in the context of Moore's (1988) three types of interaction: student-instructor, student-content, and student-student. Third, a stimulated recall interview was carried out after the observation. This allowed the teacher to revisit and reflect on specific classroom moments, offering deeper insight into their decisions and interpretations. By comparing and analyzing data from these three sources, this research ensured a more credible and well-rounded understanding of the teacher's beliefs and classroom interaction patterns

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In the findings section, the data presented are drawn from semi-structured interviews, which were recorded and subsequently analyzed using thematic analysis. The presentation of the results is organized around three types of classroom interaction that emerged from the interviews, based on Sari's experiences in teaching English and her personal beliefs about how classroom interaction should take place. The data that follow are elaborated in accordance with the three categories of classroom interaction as defined by Moore: **Student–instructor Interaction**, **Student–content Interaction**, and **Student–Student Interaction**.

4.1 Teacher's Belief in Student-Instructor Interaction

In her view of Student–Instructor Interaction, Sari not only stated that interacting with her students is important, but went further to claim that it is, in fact, the very core of her teaching practice. What stands out is that Sari emphasized how these interactions are intentionally provided as a form of “exposure” for her students—not merely as a means of classroom management or instruction, but as a deliberate strategy to immerse learners in the language. This suggests that, for Sari,

interaction is not incidental but a planned pedagogical tool aimed at supporting language acquisition through authentic use.

“I want to give as much as I can. The exposures to my English. “

These were the very words that Sari emphasized repeatedly when I asked for her perspective on the interactions taking place in her classroom. For this, she offered a compelling analogy: students, she said, are like individuals preparing to start a business—the more capital you possess, the greater your chances of success. In this case, the “capital” refers to students’ prior exposure to learning materials, language input, and relevant practice.

According to the note, it became clear that for Sari, effective teaching involves dedicating one’s full effort—ensuring that students receive as much exposure as possible not only to the materials at hand, but also to the English language more broadly, including consistent practice. This idea seems to be deeply rooted in her teaching philosophy. It would not be an exaggeration to say that this mindset shapes Sari’s presence in the classroom. It influences how she presents herself, the types of materials she selects, and the strategies she employs to integrate both input and exposure into her lessons. Every decision she makes is guided by her belief in preparing students with the necessary “capital” for language learning.

In addition, Sari, in expressing her beliefs about Student–Teacher Interaction, frequently emphasized her efforts to increase the use of English when communicating with her students.

“Yes, any input text. If the input text is listening, then it means the audio. I also have to speak in English. Instruction, as much as possible, should be in English. What I’m still learning is that I often switch. When I say something, I give them instructions, I tend to translate them into Indonesian. That’s what I’m still prim– still learning. Because well, just let them get exposed to English. If they don’t understand, they will definitely ask. They will confirm. So the exposure can be through audio, through what they hear. There’s also the input text.”

English, for Sari, functions not only as a tool for delivering instruction but also as a stable linguistic environment that supports her students’ language exposure. Based on classroom observation data, it becomes clear that she integrates English into a wide range of classroom dialogues. This indicates a deliberate attempt to immerse her students in authentic language use, strengthening the belief that constant exposure that even through incidental conversations, can significantly benefit learners’ comprehension and confidence. To illustrate this point, the following excerpt is taken from one of Sari’s lessons on prepositions:

Instruction : “Miss explain first, in the front, on the screen. Could you please read the instruction? Getting around? Okay, look at the map, where’s the map? It’s under the questions, yeah? Nanti, what do you have to do, kira-kira? You have to? Spot, yes.”
Explanation: “You have to spot the place dulu, di sebelah mana, and then you complete the statement, the sentences disitu. You click the answer, yes. Hanya ada berapa opsi disini? What is near? Okay, next two.”

Sari believes that by delivering instructions in English and responding to students’ questions in the same language, she is helping to create an environment where students are more consistently exposed to English. This, in her view, not only familiarizes students with the language but also encourages them to engage with it more actively during classroom interactions. Although Sari admits that she still frequently switches to Indonesian, she explains that these moments of code-switching are primarily intended for emphasis. In particular, she tends to shift to Indonesian

when she feels her students might struggle to grasp the instructions fully in English. In such occasions, the use of Indonesian serves to reinforce key points or clarify essential actions, ensuring that students remain on track without losing the opportunity for exposure to English.

Beyond giving instructions, the majority of interactions in Sari's classroom are conducted in English, with occasional use of Indonesian as a supporting language.

One such example can be seen in the following excerpt:

T: Okay, we have three sessions today, right? Yeah. Okay, and now, let me show you what activities we are going to take.

T: Where is my kind boy? Okay. So, again, welcome to the unit four. We are still continuing what we did yesterday.

T: And now, we still have this looking back, the same looking back. Abiu, could you please read aloud the looking back?

S: Calling out directions, sign, competent English.

T: Exactly. What did we learn in the last meeting?

S: Direction

T: Give directions. What else?

S:

T: What did you read?

S: The sign

T: The sign, Nice. What else?

S: Preposition.

T: Preposition, exactly. Okay, we want to review prepositions first.

Sari's choice to consistently use English in her classroom comes from a well-thought-out belief: that language learning is a gradual, skill-based process, and as such, it demands more than just exposure—it also requires continuous, deliberate practice. For her, English is not simply an academic subject, but a long-term life skill that students will carry with them beyond the classroom.

“I really try to help students practice as much as they can at that moment, because when we're talking about language, it's all about practices, right? People can't just

say, 'I want to learn English,' and then ask, 'Can I do it in two weeks?' Two weeks—what kind of English do you expect in that time? It's actually a skill. And with skills, they're meant to last a lifetime. So, I hope that my English class can be meaningful for them, and that they can get a lot out of it. That's what I do."

This excerpt reveals how Sari sees practice not as an isolated activity, but as an essential part of the learning process. Through her experience, she is fully aware that language competence is built over time, and her role as a teacher is to make space for that gradual development to take place.

However, practice alone is not enough—it must also be appropriate. For Sari, the key lies in matching the type of interaction to the learners' level of readiness. This reflects her pedagogical sensitivity to classroom dynamics and her awareness of individual differences. Before initiating certain types of interaction, she carefully evaluates what form and structure would benefit her students most.

When asked whether she had specific strategies to manage interaction effectively—especially in a classroom with many students—Sari explained:

"As for the strategy, it's about maximizing what they already have (in terms of English). When we're talking about readiness, it means if their skills are at a certain level, then they need to be grouped with peers at a similar level. Why not one-on-one mentoring? Maybe I'll do that sometimes, but for now, I feel more confident grouping them by ability level, because that way I'm more comfortable in giving the right treatment. If they're already seated at one table, that means I can stay with that group, and I can let the others work more independently."

Her approach reflects a balanced view: optimizing Student-Teacher interaction while also managing practical constraints. By grouping students according to ability, she creates smaller learning communities within the class, allowing her to provide more focused support where it's needed—without sacrificing the autonomy of others.

In addition, what makes Sari's classroom interaction particularly interesting is that it is not limited to verbal exchanges. She views her actions—how she moves, reacts, and presents herself in the classroom—as a form of interaction as well. Fundamentally, Sari claims that everything she does during the lesson constitutes part of her interaction with students. It is not always a two-way communication, but rather a type of interaction that students observe and internalize, which they may later apply in real-life contexts—particularly in how they use language.

“So the students look up to you—what you do, how you do that. So it's like, not only what am I teaching, but how also. How I respond too. If they make a mistake, what do I do? The important thing is to be able to not only transfer the knowledge, but also make sure that students learn something related to their characteristics, related to something that they believe in.”

From this reflection, it is evident that Sari believes interaction extends beyond language; it includes her gestures, her responses, and her overall classroom presence. While I don't know how Sari identifies what her students believe in (as she mentions "related to something that they believe in"), what is clear is that she is aware of the influence she holds. Students observe her closely, and in many cases, these subtle elements—her tone, reactions, and behavior—may shape how they later express themselves through language.

4.2 Teacher's Belief in Student-Content Interaction

In our interview session, Sari explained that she believes the most suitable teaching approach for her students is using differentiated learning methods.

"What I do is differentiated learning, because I know that every child is different . So I try to accommodate them with differentiated learning . That way, it will be easier for me to provide them with material that suits their interests and abilities "

Differentiated learning can be done by differentiating the content (what students learn), the process (how they learn), the product (how they demonstrate their learning), or the learning environment (the physical or emotional context for learning). It also involves the use of ongoing assessment to monitor student progress and flexible grouping to support collaboration and growth.

Sari's decision to implement Differentiated Learning in her teaching is not without reason. Based on her previous years of teaching experience, she believes that Differentiated Learning is the most suitable approach to support her students' needs. Sari teaches at a school where students come from diverse educational and social backgrounds. As a 7th-grade teacher, she is aware that her students are at a transitional stage—having just moved up from elementary to junior high school—bringing with them a wide range of prior learning experiences, especially in English. According to Sari, even some students never received any formal education in English during elementary school, while others are already quite advanced and highly motivated—what she describes as students who “want to fly” in English learning. Naturally, this creates a considerable learning gap within the classroom. Furthermore, Sari feels that this method allows her greater freedom to express her creativity as a teacher. This is also supported by the school's curriculum, which provides teachers with more flexibility and space to design their own instructional approaches. This way of thinking serves as the foundation of Sari's teaching practice.

It influences her in her classroom. From how she interacts with her students, how she explains the material, how she selects and delivers instructions, and how she designs activities that support the development of her students' potential, address their needs, and accommodate their diverse learning styles.

Sari also applies this principle in her teaching activities, where the learning modules she provides for her students are designed by herself based on her understanding, in order to cultivate critical thinking, problem solving, and the ability to become producers of knowledge

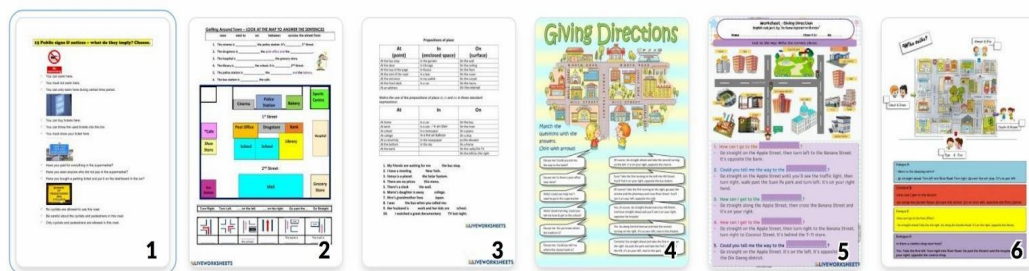


Figure 4.1 Sari's Material and Worksheets

While she has access to the government-issued textbooks, she intentionally doesn't just rely solely on them. Sari explained that the curriculum implemented at her school gives her considerable flexibility to design her own learning materials. She believes that each teacher has their own ideals and instructional goals, which may differ from one another. As long as the learning objectives are achieved, she sees no issue with using varied approaches. The materials she teaches are delivered and applied in various ways—some are taught directly with her serving as the model, while others

are explained using electronic media. However, Sari explained that she personally prefers to use electronic media.

Her approach might also be influenced by the context of the school where she teaches, which applies an iPad-based learning system. This system requires teachers to be digitally literate and resourceful in sourcing online materials and enabling lessons to remain relevant and in line with today's digital learning environment. In her explanation, Sari shared that she combines resources from educational websites, news platforms such as the BBC, and textbooks from various Indonesian publishers to develop content, exercises, and assignments.

The development of these modules is grounded in the specific needs of her students. In her explanation, the students expressed that they had no issue with Sari's choice to use self-designed materials. Based on surveys conducted by Sari at the end of each semester, the implementation of differentiated learning has shown quite satisfying results. Most students were able to achieve the outcomes expected by Sari, while others showed significant improvement. In addition, the use of materials containing content that aligns with students' interests made them more enthusiastic and creative.

The differentiated instruction she applied regarding continual assessment can be seen in her lesson on asking and giving direction. This topic had been discussed by Sari in several previous meetings. Each meeting was part of a series of lessons on one main topic. The Asking and Giving Directions lessons continued from one meeting to the next, and the session I observed was the final one in the series. What made it

different was that in this lesson, Sari modified her instructions and assessments through game-based learning. In this lesson, students were grouped into several teams and then instructed to participate in a “Binocular game,” where they were required to navigate a path around the school, which included five checkpoints and six missions. Each mission involved following directions, solving simple tasks, and collaborating as a team. During this activity, Sari took on the role of a facilitator. She gave her students the freedom to find their own way through the tasks. Afterward, students were required to submit an individual report based on the game as part of their assessment. Interestingly, Sari did not provide only one type of assessment. Instead, she offered three options, allowing her students to choose the one that best suited them.



Figure 4.2 Submission Page of “Binocular Game”

In the first option, students could *write a story* about their experience playing the game. They were asked to describe the activities at each checkpoint, how they navigated from one point to another, and what aspects they found most exhausting or most enjoyable. Students choosing this task were required to submit a written piece of

at least two paragraphs. The second option involved *drawing a map*. In this task, students were instructed to sketch a map representing their journey from one checkpoint to another. At each checkpoint, they were allowed to include a brief note about the activity they performed there. Each submission was evaluated based on creativity. This task required only a single-page submission as the assessment. The third option was to create a short *video vlog* documenting their activities during the game. Students could mention the missions completed at each checkpoint and describe their journey. In this task, they were also encouraged to share their personal reflections on the activity. Sari set a minimum duration of one minute for the video vlog. During our observation, the students demonstrated noticeable enthusiasm as they carried out each mission. Across all groups, students actively scanned their surroundings to locate clues and willingly supported their peers when challenges arose. Interestingly, several students who tended to be quiet in a traditional classroom setting showed increased participation and confidence, offering thoughtful suggestions throughout the game. Furthermore, the activity seemed to naturally encourage teamwork and collaboration, as students communicated and strategized together. Without any direct prompting, a healthy sense of competition also emerged, with groups eager to complete all checkpoints efficiently. This dynamic atmosphere contributed positively to both their engagement and learning experience. The results of the assessment also reflected positive outcomes. All students were able to submit their work on time and in accordance with the given instructions. Each submission demonstrated the students' individual strengths and learning preferences, whether

through writing, drawing, or video. These varied outputs provided Sari with valuable insight into how her students processed and engaged with the material, and highlighted the effectiveness of offering differentiated assessment options.

Additionally, Sari applied flexible grouping in almost every lesson. Even at the very beginning of the learning process, she had already grouped her students based on their learning readiness. This learning readiness data was obtained after conducting both cognitive and non-cognitive pre-assessments for all of her students. These pre-assessments served as the foundation for all of her lesson materials.

“For now, what I do is differentiation of learning readiness. So, with the capital of pre-assessment, the result, I made two big groups. It depends on the class. Earlier I said in other classes it could be 18-16. But in this class, it's only 6. The lower ones are only 6, the others are already up.”

Through this grouping strategy, Sari explained that it helps her analyze her students' abilities more effectively. This makes it easier for her to deliver materials, instructions, and assessments that match the needs of each group. By understanding the general readiness level of each group, she can make more informed decisions in planning her lessons. Furthermore, in the lesson on Asking and Giving Direction, Sari also grouped her students by mixing different levels of potential and skills within each group to carry out the Binocular Game. These groupings were not permanent, but rather flexible and subject to change depending on Sari's decisions and the material being

Although Sari's decision to use differentiated learning as a means of delivering material has shown various levels of effectiveness, she also encounters

several challenges in implementing her lessons. One of the main difficulties comes when the lesson relies heavily on digital media. Technical issues are common and often consume a significant amount of time. These issues include limited internet access for students and difficulties in accessing assignment platforms due to forgotten usernames or passwords. From Sari's side, there are also challenges in preparing materials online. The platforms she uses often have limited features unless upgraded through a paid subscription. However, the school where she teaches has not yet been able to support these costs. As a result, Sari has had to find alternative solutions, such as creating multiple accounts to access additional features. Aside from these issues, Sari reports that there are no major obstacles in her teaching process

4.3 Teacher's Belief in Student-Student Interaction

In the interview I conducted, Sari did not explicitly mention which type or perspective she adopted. However, based on her explanation, I concluded that Sari's belief leans more toward designed interaction.

*“So it's not only talking about the student center, I want to talk about independent learning too. The thing I fear the most is if I'm in class and I'm the only one, if I'm not there, they can't learn, I don't want to (1).
So, whether they're there or not, they should learn something, they have to, there's a will from them that if I come in, if I want to learn English, I have to learn English (2).
So, I won't be like the only one source that they can listen to. I try really hard to get students to practice what they can do at that time, because when we're talking about language, it's all about practices, right? (3) ”*

Based on the explanation given by Sari, she does not want a situation where, if she is not physically present in the classroom, her students end up learning nothing

(1). This implies that when Sari/the teacher is unable to teach, students should still be able to learn from and interact with one another. Furthermore, in her teaching, Sari wants her students to focus solely on learning English (2), as they come to class specifically for that purpose—not to learn something else. This indicates her intention and experience in designing learning that enables student interaction while staying within pedagogical boundaries. In this learning process, Sari aims to provide as much space as possible for students to practice (3). Practice in this context refers specifically to English language skills, rather than improvisational interaction or non-task communication.

This is also supported by the results of our classroom observation in Sari's class. In that session, Sari divided her students into eight groups. The purpose of these groups was to provide space for students to discuss the given material and lesson content. Sari allowed her students to collaborate in solving the tasks and to help one another. Furthermore, whenever her students appeared to lose focus or behave inappropriately, Sari would immediately address and correct them.

“Talking about collaboration and cooperation, some students in the class prefer working individually.. So non-cognitive, the test revealed that I can say like 30-40% of the students like to do the project alone”

However, Sari explained that, contrary to her belief, the early assessment she conducted revealed that 30–40% of her students actually preferred to study independently. The opportunities she provided for student discussion and collaboration were, in fact, not favored by a portion of her class. Sari acknowledged that this presented a challenge for her, particularly in encouraging students to engage

in cooperative learning. In this interview, Sari emphasized her strong desire to implement project-based group learning, as she holds a strong belief that students should be able to collaborate with others, regardless of personal preference. She believes that collaboration is a key skill not only for language learning but also for students' overall development.

Nevertheless, Sari also could not disregard her students' preference for working individually. In response, she made adjustments to the materials she had already prepared. Sari incorporated individual tasks and independent practice sessions while still maintaining the collaborative learning structure she had originally designed.

4.4 Teacher's Beliefs in Classroom Interaction

In one of our interviews, Sari's belief about Classroom Interaction was explained by her very clearly.

“Of course interaction is a very important aspect of my teaching (1). Because, like I said earlier, I want to give exposure as much as possible to them. So automatically I also have to interact a lot with the students as well. When I am explaining, when I am engaging them in a discussion, that is also interaction, right (2). But again, I don't want my interaction to become the only source they can learn from. What I want is that with that exposure I can become a bridge between the students and the material. So when I am not there, they can learn from other sources. They can discuss, exchange ideas, or work on their own in the ways they want (3), as long as my material can be absorbed well and they have a product from it. I want them to not just think of the assignment as a burden, but also an opportunity to grow their cognitive or non-cognitive ability. (4)”

Interaction has already become a very important part of her teaching, influencing even the smallest aspects of her classroom practices (1). Within those

details, lie her beliefs about how interaction should take place: whether it is the interaction between her and the students (student–instructor), or how she views interaction not merely as communication with her students but also as engagement between her students and the content she provides (student–content), as well as the relationships among the students themselves (student–student).

Her beliefs about interaction are closely tied to her view of how language learning occurs. For example, since Sari believes that exposure is the best form of language learning, her interaction with the students must naturally be more extensive and frequent (2). She regards interaction as the entrance through which students gain appropriate exposure to the target language, which in her view is essential for language acquisition.

However, in practice, Sari is not the only source of learning her students can rely on. She believes that learning sources are not limited to listening to her explaining, but also when students apply what they have learned to real-life contexts (3). As I have previously discussed, Sari also places significant importance on practice—particularly student–student interaction—since for her, such exchanges allow students to negotiate meaning, test their language use, and build confidence through authentic communication.

In addition, what becomes a key consideration for her is how students can gain as much knowledge as possible. She seeks ways to provide space for her students to improve the skills they already have and apply them to real life (4). It is

precisely at this point that interaction between the students and the content—already adjusted to their level and needs—takes place.

In short, rather than a direct one-to-one relationship between classroom interaction and beliefs, we found that beliefs about classroom interaction branch into different areas, each with its own focus and execution. For example, in her interaction with students, Sari places greater emphasis on giving them as much exposure to English as possible. Meanwhile, the content itself must be adjusted to the students' abilities and interests. Similarly, in student–student interaction, students are provided with space to collaborate and engage in discussion.

The available data does not explicitly explain Sari's detailed views on these different forms of interaction. However, from our classroom observations, I realized that the type of interaction that occurred most frequently—and consistently became the main focus of her teaching—was student–content interaction. In comparison, both student–instructor and student–student interactions were positioned more as mediating tools. This means that from the beginning to the end of a lesson, Sari's teaching consistently centered on and aligned with the module she had designed. If adjustments were made, they were usually minor in nature and did not significantly alter the flow of the lesson plan.

Hence, Sari's beliefs about classroom interaction reveal a multidimensional perspective in which student–content interaction becomes the central focus of her teaching practice. While she acknowledges the importance of student–instructor and student–student interaction, she positions these more as supportive channels that

facilitate access to the material rather than as the primary goals of learning. Her approach demonstrates a strong emphasis on providing maximum exposure to English and ensuring that students can not only engage with the language but also apply it to real-life contexts. At the same time, she remains consistent with her predesigned modules, making only minor adjustments when necessary. Overall, her teaching reflects a belief system that prioritizes structured content engagement while still allowing space for collaboration and practice among students.

4.5 Discussion

The main objective of this study is to examine how Sari's beliefs influence classroom interaction. It looks at her stated beliefs, how these appear in her actual teaching practices, and the relationship between the two. The study also aims to see how her beliefs shape the three types of interaction proposed by Moore (1999): student-instructor interaction, student-content interaction, and student-student interaction.

This study is limited in several important aspects. *First*, the research focuses on one teacher in a specific English as a Foreign Language (EFL) classroom setting. As a result, the findings cannot be generalized to all teachers or classroom contexts. The goal is to understand a particular case in depth, rather than to make broad conclusions. *Second*, the study focuses only on the teacher's beliefs and how they relate to observed classroom interactions, based on Moore's (1989) framework of student-instructor, student-student, and student-content interaction. It does not

explore student beliefs, or institutional policies that may also influence classroom interaction. *Third*, data collection is based on classroom observations and teacher interviews, which means that other forms of data—such as test results, or long-term learning outcomes—are not included in this research. This limits the study's ability to evaluate the impact of interaction on actual student achievement. *Finally*, this study is conducted within a particular cultural and educational context, which may affect how teachers perceive and practice classroom interaction. Therefore, the results may not fully apply to classrooms in different regions or systems

Rather than a single and linear relationship between stated beliefs and enacted beliefs, the nature of the interaction is far more complex and personal. For example, it can be seen in *student-instructor* interaction, where Sari focuses on providing English language exposure, then every aspect of her teaching is influenced by this focus. Sari believes that learning a language requires the right kind of exposure and a great deal of practice. As a result, this influences how she positions herself in interacting with students—by maximizing the use of English both when giving instruction and in informal contexts. This idea aligns with how Krashen (1970) introduced one way of acquiring a language, which involves exposing learners to language input that is slightly beyond their current level but still understandable through context. This aligns with the study by Li and Walsh (2011), where both participants in the research stated that they had their own priorities and perspectives regarding their interaction with students. One participant explained that she placed more emphasis on vocabulary learning during interaction, while the other participant's interactions were

more guided by local, contextual issues. This result highlights that interaction and belief are concepts that differ from one individual to another, which in turn influences how they teach. In Sari's case, her perspective also affects how she interacts with her students, where most of the time, English is never out of her reach.

Interaction can take place in various ways. Whatever the form, interaction is the "right way" for the person using it—but it may not necessarily be right for others. While many researchers have explored how to best facilitate *student-content* interaction in the most effective and satisfying way (Fatma Er & Mustafa Er, 2016; Kumar et al., 2021; Aydin, 2021; etc.), for Sari, the use of differentiated learning is what she believes to be the answer to her teaching questions. The use of this methodology can vary depending on the differences in beliefs, which are complex and personal. The use of differentiated learning in her teaching reflects how she views solutions to her students' problems. Similar to Sari's belief, these problems are complex and personal rather than general, which leads her to feel that they cannot be addressed through one-size-fits-all solutions. As a result, Sari chooses to design her own materials—materials that can be adjusted based on the situation and conditions, and that also allow her to maximize her creativity as a teacher. The findings above were presented according to Tomlinson (2001), in her theory about three main principles in differentiated learning/instruction: quality curriculum, continual assessment, and flexible grouping. The curriculum in differentiated instruction is described as inconsistent, incomplete, and unruly. When faced with constantly changing curricula, students are placed in situations where they must use their ability

of problem-solving and flexible thinking, which can help foster their critical thinking skills (Rasheed & Wahid, 2018). Although she encounters some challenges along the way, Sari is able to overcome them so that they do not interfere with the lesson plans she has prepared. In the previous study by Li and Walsh (2011), both participants had their own ways and methods of teaching English to their students. From the available data, it was not specifically mentioned what approach they used, but from what could be observed, it can be concluded that the content they used was content prepared by the government but delivered with different approaches.

Moore's (1989) theory on student-student interaction, this type of interaction refers to the exchanges that occur within small student groups. Although small in scale, this interaction has a significant impact on students' language development and comprehension. This is because peers can influence one another in terms of both motivation and behavior. Sari's belief about student-student interaction will be explained below using Borokhovski et al.'s (2012) framework on contextual and designed student-student interaction. From Borokovski et al (2012) in short, *contextual interaction* refers to non-task communication that allows student-student interaction in a social sense and facilitates impromptu exchanges, but includes no explicit cooperative or collaborative instructional intent or methodology. In contrast, *designed interaction* refers to interaction that is explicitly planned to support student collaboration and cooperation within the learning process. Based on the limited data I presented, I argue that the relationship between beliefs and classroom interaction is complex and multifaceted, with many aspects to be explored. I understand this

relationship as a symbiotic one, in which beliefs are both shaped by and shape the interactions that follow (Foss and Kleinsasser, 1996, p. 441). This is reflected in how Sari believes that the best approach in *student-student* interaction is through designated interaction, where she intentionally provides space for her students to practice and develop collaboration and cooperation with one another. One way Sari provides space for her students is by organizing group tasks, using games—as illustrated in the example above—or through pair work. In the Binocular game, Sari aims to motivate her students to engage in meaning negotiation and to work as a team, creating opportunities for them to communicate actively and apply the language they have learned in real-life situations. This highlights how her belief goes more than simply creating a student-centered classroom; she tries to take it a step further by maximizing peer interaction. From the existing study (Li and Walsh, 2011), interestingly, both participants had similar views regarding student-student interaction. Both participants believed that students learn from them and therefore students should interact with them or with the content to learn English. This led to a lack of interaction between students and their peers.

Taken together, Sari's case illustrates how teacher beliefs in interaction are closely intertwined with their classroom practice. Her decision to implement differentiated learning, together with her views on how interaction should be carried out, highlights the way beliefs influence instructional choices, classroom management, and the overall flow of classroom interaction. This reinforces the idea that belief and practice continuously shape and inform one another.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Our findings show that a teacher's belief is an abstract concept that manifests in every action the teacher takes in the classroom, whether intentional or reflective. In Sari's case, her stated belief aligns closely with how her classroom operates. In terms of Student–Instructor Interaction, her belief focuses on providing as much exposure as possible to her students, which is reflected in her consistent prioritization of English use throughout the lesson. For Student–Content Interaction, her focus lies in designing pedagogy that fits both her capabilities and her students' needs, and adjusting classroom organization accordingly. Lastly, her belief that students need frequent practice leads her to design interactions that facilitate communicative dialogue and meaningful discussion. These examples illustrate how her personal beliefs serve as the foundation of her instructional choices.

This study highlights the need for further research that can offer deeper insights into how a teacher's belief is formed and how it influences the way classroom interaction is conceptualized and enacted. Given the significant role that belief plays in shaping classroom interaction, there remains substantial space for continued investigation from alternative perspectives. Future studies could explore questions such as: To what extent is the relationship between the two truly symbiotic?

And how might teacher behavior be influenced by deepening their understanding of the reciprocal relationship between belief and classroom interaction, and between classroom interaction and belief?

Finally, we understand effective teaching as the ability to make thoughtful decisions that positively support student learning, then it becomes important to support teachers in making those decisions—especially ones that truly promote language acquisition (Ellis, 1998). These decisions, made in real-time during classroom teaching, are often shaped by the teacher’s beliefs. For this reason, examining the connection between what teachers say they believe and the choices they make in the classroom—through close attention to classroom interaction—can provide deeper insights into how teaching and learning actually unfold.

5.2 Suggestion

Based on the findings of this study, numbers of suggestions can be made. The suggestion for future researchers to explore teacher beliefs and classroom interaction in different contexts, such as rural areas or private schools, arises from the recognition that teaching practices and classroom dynamics are often shaped by contextual factors. Rural schools may face challenges such as limited resources, larger class sizes, or less access to professional development, which could influence how teachers perceive and enact their beliefs. Private schools, on the other hand, may operate under different institutional expectations, parental involvement, and student demographics, all of which could shape both teacher beliefs and classroom

interaction patterns in unique ways. By including a larger number of participants, future studies can also ensure greater representativeness and strengthen the generalizability of their findings across diverse educational settings.

In addition, the recommendation for longitudinal studies is based on the understanding that teacher beliefs are not static; they develop over time through experience, reflection, and exposure to new pedagogical approaches. A longitudinal approach would therefore provide richer insights into how beliefs evolve and how these changes affect classroom practices in the long run.

Beyond future research, it is also important to address stakeholders in education, such as policymakers, school administrators, and teacher training institutions. For policymakers, understanding the dynamic nature of teacher beliefs can guide the design of professional development programs and policies that are responsive to teachers' needs and contexts. School administrators can use these insights to create supportive environments that encourage reflective teaching and constructive interaction in the classroom. Meanwhile, teacher education and training institutions can integrate findings from such research into their curricula to better prepare prospective teachers for the complex realities of teaching. These steps are crucial because teacher beliefs directly influence classroom practices, student engagement, and ultimately, learning outcomes.

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APPENDICES

**INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)**

Yang bertanda tangan di bawah ini :

Nama : Aprilia Annisa Sannie S.Pd
Umur : 27 tahun
Jenis kelamin : perempuan
Pekerjaan : guru bahasa inggris

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**An Indonesian EFL Teacher’s Beliefs in Classroom Interaction**” dan bersedia untuk :

1. Diwawancarai terkait dengan topik terkait
2. Didokumentasikan dalam proses interview dalam bentuk Audio dan Video
3. Direkam dalam bentuk video selama proses pembelajaran selama 1 pertemuan
4. Direkam dalam bentuk audio selama wawancara dari awal sampai akhir wawancara
5. 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.

Peneliti,



Salsabilla Maura Istiqomah

Yogyakarta, 2 Desember 2024
Partisipan,



Aprilia Annisa Sannie,S.Pd

Apendix 2. Coding of Classroom Interaction obtain from Interview (stated beliefs) Classroom observation's transcript and Simulated Recall Interview

<p>Student-Instructor</p>	<p>Pengennya give as much as I can. The exposures of my English. Karena again, when we look at the curriculum, kurikulum merdeka yang digunakan sekarang, itu kan kalau bahasa Inggris, there are six skills that students should practice. Start from the reading, speaking. Sorry ee listening and speaking, reading and writing, viewing and presenting. Ini mau saya apa ya, saya maksimalkan exposure-nya dulu, input-nya oke, and I do hope the productive skill-nya juga akan menambah.</p> <p>Saya berusaha sekali gimana students bisa practice yang paling bisa dia lakukan di saat itu, karena when we're talking about language, it's all about practices, right? Orang nggak bisa bilang, kamu, aku punya belajar bahasa Inggris, tapi bisa nggak dua minggu? Dua minggu tuh what kind of bahasa Inggrisnya kalau mau dalam dua minggu, it's actually skill. Kalau keterampilan kan kayak seumur hidup ya. Jadi, saya mengharapkan kelas bahasa Inggris saya itu bisa jadi bermakna untuk mereka dan mereka bisa dapat banyak. That's what I do.</p> <p>Kalau untuk strateginya, strateginya adalah memaksimalkan apa yang mereka punya. When we're talking about kesiapan, berarti kalau mereka punya modelnya segitu, berarti memang harus dikategori, digrupkan dengan teman-teman yang segitu. Kenapa bukan yang kayak satu (anak) ada mentornya? Mungkin sometimes I will do that, tapi untuk saat ini saya lebih pede untuk menggrupin mereka sesuai dengan kebiasaan mereka, karena nanti saya lebih nyaman juga untuk kasih treatmentnya. Kalau mereka udah di dalam satu meja, berarti saya bisa di situ terus, yang lainnya bisa saya agak lepas.</p> <p>What is so important About teaching adalah We are not only transferring knowledge Kalau di sini kan benar-</p>
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	<p>benar. The students look up to you What you do, how you do that. Jadi kayak Tidak hanya what am I teaching But how juga How I respond juga Kalau mereka salah, saya ngapain(?) Jadi The important adalah To be able To Not only transferring the knowledge Tapi juga making sure that students Learn something Related to the characteristics, Related to something That they believe in.</p> <p>When we're talking about exposure, it means that vocabulary dia, terus culture. Kamu ngomongin culture, karena pada saat saya nge-expose kayak I thanking a lot, I ask for apology, I ask for permission. Kalau itu exposurnya adalah sebuah ungkapan, itu kan ada culture-nya sebetulnya.</p> <p>Di kelas, gak boleh minum sebelum kamu minta izin. Kamu gak boleh keluar sebelum kamu minta izin. Jadi selain exposurnya bagian vocab, bagian culture-nya juga masuk nih. Oh berarti gak boleh minum sebelum (ijin), may I drink?. Terus, itu yang saya harapkan jadi kebiasaan. Kalau misalkan itu adalah exposure yang tepat, berarti produce-nya juga akan kayak gitu. Mereka punya vocab yang banyak, dia akan punya lebih banyak kalimat yang bisa dibuat. Jadi kayaknya relation-nya disitu.</p> <p>T: which is wrong? okay, you can learn, this means this is not the right answer, <i>used ticket, please</i>, it means use ticket, the ticket that has been used, use ticket, the ticket that has been used, you can throw it there, S: miss, I'm Done! T: done? yes, where are you? where are you? good job, you can help your friends,</p> <p>T: Miss, please explain first, in the front, on the screen. Could you please read the instruction? Getting around? Okay, look at the map, where's the map? It's under the questions,</p>
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	<p>yeah? Nanti, what do you have to do, kira-kira? You have to? Spot, yes.</p> <p>You have to spot the place dulu, di sebelah mana, and then you complete the statement, the sentences disitu. You click the answer, yes. Hanya ada berapa opsi disini? What is near? Okay, next two.</p> <p>T: Okay, we have three sessions today, right? Yeah. Okay, and now, let me show you what activities we are going to take.</p> <p>T: Where is my kind boy? Okay. So, again, welcome to the unit four. We are still continuing what we did yesterday.</p> <p>T: And now, we still have this looking back, the same looking back. Abiu, could you please read aloud the looking back?</p> <p>S: Calling out directions, sign, competent English.</p> <p>T: Exactly. What did we learn in the last meeting?</p> <p>S: Direction</p> <p>T: Give directions. What else?</p> <p>S:</p> <p>T: What did you read?</p> <p>S: The sign</p> <p>T: The sign, Nice. What else?</p> <p>S: Preposition.</p> <p>T: Preposition, exactly. Okay, we want to review prepositions first.</p>
<p>Student-Content</p>	<p>Kalau kita bicara kognitif berarti nanti, I would like to differentiate the process.</p> <p>Karena anak-anak will start from different point. Berarti nanti grouping-nya adalah kita bedakan sesuai dengan kesiapan belajar mereka. Kesiapan belajar means, seberapa dekat dia dengan materi itu.</p> <p>Kalau misalnya banyak yang butuh bantuan, berarti kita group-kan di yang lower one. Terus yang kedua, sometimes I also have the non-cognitive thing, tergantung interes mereka sebetulnya. Kayak for example, di descriptive text kemarin, di semester kemarin, saya pakainya diferensiasi konten.</p> <p>Jadi, gue diferensiasi konten itu lebih ke, saya buat modul based on their interest. When we're talking about</p>

	<p>the descriptive text, means that the person that we're going to describe, kita bagi menjadi tiga pilihan yang teratas sebetulnya. Art, terus ada science, ada technology. Sorry, history and technology. Jadi, tiga itu jadiin basis untuk pembuatan modul. Berarti kan diferentasinya diferentiasi konten.</p> <p>Curriculum tetap merdeka. Sampai sekarang kita belum tahu. It's actually give the teachers freedom. I prefer to say larger. Apa namanya? Adjustment. Karena saya percaya kalau teachers itu punya idealnya sendiri-sendiri. Punya targetnya sendiri-sendiri. Tapi nggak harus ada koridornya di capaian pembelajaran itu. Harus ada koridornya tentang apa yang harus kamu ajarkan.</p> <p>Curriculum ini membantu saya because it's set up of everything. Jadi saya juga sebagai teacher punya pendoman yang boleh dan tidak boleh, yang bisa dan tidak bisa ada di kelas seperti apa. Jadi Curriculum Merdeka pertama lebih banyak adjustment oleh guru.</p> <p>Terus yang kedua karena ada P5 itu membantu di bagian karakternya anak. Karena yang dibidik ada dimensi, 6 dimensi Pancasila itu. Jadi guru juga bertanggung jawab bagaimana untuk memastikan karakter anak berkembang dengan baik.</p> <p>Itu aja sih kalau Curriculum.</p> <p>I don't have like one textbook in my classroom. I usually combine and compile some files. It can be the materials, it can be the worksheets from many sources. And I prefer to use it online. Daripada yang fisik, karena saya tidak memiliki yang fisik. Lalu berbicara tentang kursus dari pemerintah, sampai sekarang saya pikir Belum, mungkin ada beberapa materi yang bisa saya ambil, tapi untuk menggunakannya Dan mengikuti urutannya, sepertinya</p>
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	<p>tidak.</p> <p>Biasanya ada BBC, untuk Nusantara juga saya pakai. Terus, saya lupa lagi, yang Erlangga, masih belum tahu (judulnya) Terus, online one, the live worksheets, the word wall for practices, the quizzes juga dipakai. Banyak webnya juga. Dan sekarang kalau mau generate questions, I also ask the AI for inspirations, dan juga checking.</p> <p>First it is more interesting. Dua, easy aja. Kayak one time I need the material Misalkan udah selesai, waktunya masih banyak Exercise-nya harus nambah lagi Cari aja disitu, one time mereka ngerjain itu Misalnya saya nyari yang lain. Karena itu accessible Tapi karena masalahnya itu digital Some of the sources itu kan limited ya Jadi kita harus bayar Itu sih sebetulnya jadi keahambatannya. Karena kan harus subscribe. Harus update Apalagi kalau sudah update Tapi saya sebisa mungkin gak usah yang ada aplikasi Jadi kayak web-based gitu.</p> <p>Jadi kita diminta untuk What do you need in your classroom? Saya bilang gini I don't need like physical thing What I need is actually uang untuk saya bisa subscribe. Karena itu kan mempermudah Tapi kayaknya ada skema di sekolah. Kalau bayar harus pakai apa Itu gak bisa, saya gunakan itu. Pelaporannya kayaknya tidak segampang itu Karena kalau subscribe kita pakai paypal. Karena kan dari sana. Sampai sekarang saya masih milih Mending saya buat dua akun aja deh. Misalnya ini live course kan dia limited Untuk 100 students Padahal saya punya 160an. Jadi yaudah buat dua akun Jadi yang penting gak usah bayar.</p> <p>I would say They are motivated To learn english. Some of them are not. Some of them do not like english. Ada juga, Ada yang takut. Ada juga Tapi ada yang dia Sangat ingin Terbang dengan bahasa inggris.</p>
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	<p>Maksudnya dia udah punya projection. I want to go to this school I want to go to that university. Jadi memang beda Karakternya bisa sebedanya itu.</p> <p>Yang kedua Karakter tentang Kemampuannya, Maksudnya Mereka lumayan ada yang ekstremis Ada yang bisa banget Ada yang nggak. Terus tentang.. Apa lagi ya? Kayaknya itu aja sih Saya lihatnya lebih ke level Kemahuan dan kemampuannya mereka</p> <p>T: how's the connections? it's good? you can click it, but we're going to start together, here you are, yes? ngelek, sinyalnya jelek banget, I use the still, the April, yes, kita tunggu dulu, kita tunggu dulu, masih jelek banget? really? semuanya ya, oke, sudah bisa? oke, ga apa, tunggu dulu, tunggu saja,</p>
<p>Student-Student</p>	<p>Talking about collaboration and cooperation, beberapa anak di kelas lebih suka individual. Jadi non-cognitive, testnya itu revealed that I can say like 30-40% of the students like to do the project alone.</p> <p>Dan itu yang malah jadi PR, karena menurut saya, sometimes you of course you can do it alone, miss juga percaya, but sometimes you have to also train your collaboration. Itu sih malah justru jadi tantangan. Saya juga kaget.</p> <p>Biasanya kita punya prasangka kayak kita punya prejudice ya, ah paling mereka, template jawabannya ini. Enggak, jadi kayak, oh individual. Padahal kan ini maunya saya, bawa ke project.</p> <p>Jadi kayak, oh memang yaudah kalau mau individu ya wes.</p> <p>Jadi it's not only talking about the student center, I want to talk about the independence learning-nya. Hal yang paling saya takutkan adalah kalau saya di kelas dan saya jadi the only one, kalau saya nggak ada, mereka nggak bisa belajar, saya nggak mau.</p> <p>Jadi, mau ada dan saya nggak ada, they should learn something, they have to, ada kemauan dari mereka</p>

	<p>untuk kalau saya masuk, kalau saya pengennya belajar bahasa Inggris, saya harus belajar bahasa Inggris. Jadi, I won't be like the only one source yang mereka bisa dengarkan. Saya berusaha sekali gimana students bisa practice yang paling bisa dia lakukan di saat itu, karena when we're talking about language, it's all about practices, right? Orang nggak bisa bilang, kamu, aku punya belajar bahasa Inggris, tapi bisa nggak dua minggu? Dua minggu tuh what kind of bahasa Inggrisnya kalau mau dalam dua minggu, it's actually skill.</p> <p>Kalau keterampilan kan kayak seumur hidup ya. Jadi, saya mengharapkan kelas bahasa Inggris saya itu bisa jadi bermakna untuk mereka dan mereka bisa dapat banyak. That's what I do.</p> <p>Talking about social and culture? As I think that we are from this area, it doesn't, apa ya, kayaknya we still belong to the same culture. And social. Social and culture, karena ya itu.</p> <p>Kita nggak terlalu heterogen sih, kalau saya lihat dari culture-nya. Jadi I don't really need to differentiate, karena they are similar. Untuk aspeknya kayaknya gitu sih.</p> <p>Dan kayaknya ini natural ya, kalau anak-anak tadi misalkan, yang penting kan saya bilang, kalian belong to the white or brown? Terus mereka kan seat-nya terserah. Kalau dilihat dari tadi kan, ya laki-laki sama laki-laki, ya perempuan sama perempuan, ya udah nggak apa-apa, terserah. Untuk saat ini memang tidak... Tidak diotak-atik bagiannya. Sometimes when I need to have like heterogen team, berarti laki-laki perempuan jadi satu.</p> <p>Saya lebih ke mau ngelatih anak-anak, kalau kamu itu harusnya bisa berkolaborasi dengan siapa saja. No matter the religion, karena kebetulan di kelas ini, kan kita fokusin, jadi kan ada Muslim ya majority, terus untuk Catholic jadi satu kelas. Untuk Christian jadi satu kelas. Ini kebetulan yang Christian. Iya, yang 7D ini Jadi dia Muslim, tapi Christian jadi satu juga di situ. Jadi memang tidak ada. Dia itu memang untuk kelas yang</p>
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	<p>Christian.</p> <p>Kalau tadi grupnya itu basisnya adalah kesiapan belajar, Berarti saya berharap kalau saya tempatkan mereka ke grup yang sama, yang homogen. Saya akan lebih enak treatment untuk ngasih perhatian Jadi misalkan, saya bisa melepaskan anak-anak yang udah, biarkan mereka kerja sendiri. And I will be focus on anak-anak yang butuh bantuan lebih. Kan lebih enak ya, jadi nggak mencar-mencar. Terus kedua, ini settingnya. Settingnya kalau misalkan saya harapkan itu yang lebih dekat ke guru, tempatnya, itu benar-benar need help Tadi saya salah, karena harusnya mereka yang kertas putih itu. Tapi kan karena ini kelasnya spesial sih, jadi karena jumlahnya yang kecil, yang bawah itu sedikit. Jadi saya tempatkan di center Kalau biasanya yang saya tempatkan di dekat saya itu yang benar-benar low banget, depan saya persis. Berisik tuh depan saya persis. Biasanya itu sih Jadi mungkin saya bisa menjangkau mereka dengan cepat.</p> <p>T: So, class, class. This team would be your team for two weeks. So, when you come, so, when you come to the English class, you have to sit like this.</p> <p>But, you can, if you want to switch, but one group. For example, you are bored sitting here, Kevin. You can switch. But, one group only. Okay? You cannot switch the group. But, you can switch... the chair.</p> <p>T: yang sudah silakan boleh bekerja sama dengan kelompoknya, you can open dictionary too, 10 minutes ya, if you need more time, boleh, okay, okay, okay, now we are focusing on the first page everybody, okay? if you are done with the second ball, let's take a look at the second page, page 1 first, which we will discuss later,</p>
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Classroom Interaction	<p>Of course interaction is a very important aspect of my teaching . Karna seperti yang saya bilang tadi, saya pengen kasih exposure as much as possible to them. Jadi otomatis saya juga harus banyak interaksinya ke siswa juga. Kalau saya lagi ngejelasin, kalau saya engaging mereka ke dalam sebuah diskusi itu kan interaksi juga kan. Cuman kembali lagi, saya ngga pengen interaksi saya ini becomes the only sources they can learned. Saya itu pengennya dengan exposure itu saya bisa jadi perantara antara siswa dan materi. Jadi ketika saya nggak ada, they can learned with other sources. Mereka bisa diskusi, bisa bertukar pikiran, atau ngerjain sendiri dengan cara-cara yang mereka mau, asalkan materi saya bisa di serap dengan baik dan mereka punya product from it. I want them to not just think of the assignment as a burden, but also an opportunity to grow their ability.</p>