

TEACHER-STUDENT INTERACTION IN AN EFL CLASSROOM

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis, "Teacher-Student Interaction in Teaching English For Secondary School" does not contain any material belonging to others except for material that is properly quoted and referenced in scientific works.

Yogyakarta, 24 February 2026



Wahyu Zulfanur Fitriani

MOTTO

I am Built For This (2:216)

And Allah is All-Hearing, All-Knowing (24:21)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My family, Ibu and Ayah, my little brothers, who always support me in every step I take.
2. My whole family, for their endless help and encouragement throughout this journey.
3. My boyfriend, for the warmth, laughter, and companionship we shared.
4. Everyone who has been part of this journey, thank you for the kindness, support, and contribution.

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Yogyakarta, February 2026

A handwritten signature in black ink, appearing to read 'Wahyu Zulfanur Fitriani', written in a cursive style.

Wahyu Zulfanur Fitriani

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Teacher-Student Interaction in An EFL Classroom

Abstract

This qualitative study investigates the teacher-student interaction employed in an English as a Foreign Language (EFL) classroom at an Islamic secondary school in Ponorogo, East Java. Utilizing the Classroom Assessment Scoring System-Secondary (CLASS-S) framework, the research examines three primary domains: emotional support, classroom organization, and instructional support. Data were collected through classroom observations and video recordings. The findings of this study indicate that teacher-student interaction was active throughout the lesson, with a significant emphasis on content understanding and quality of feedback. Within the emotional support domain, four components were observed: the teacher fostered a positive climate, sensitivity, regarding for adolescent perspective and negative climate. In terms of classroom organization, two aspects were found: the teacher maximizes learning time through routines, though behavioral management strategies were not observed. Instructional support was primarily manifested through three dimensions: content understanding was the most prevalent, followed by quality of feedback, while analysis and problem solving were observed in prompts for higher-level thinking. The researcher concluded that emotional support was perceived from the adolescents' perspective. Although both positive and negative classroom climates were observed, sensitivity was found to be limited. This suggests that, overall, the interaction can be considered generally positive. Instructional learning and productivity are found in classroom organization, while behavioral management is not. From instructional support, content understanding dominates, and the quality of feedback is also higher than analysis and problem solving.

Keywords: *Classroom Interaction, CLASS-S, EFL, Teacher-student interaction*

CHAPTER I

INTRODUCTION

1.1 Background of the study

Teacher-student interaction will always occur in the process of learning. Many studies state the importance of interaction, summarize the importance of interaction, interaction is an important process of the parts in compiling and creating knowledge (Salamah, 2022), and so interaction is important in contributing to student satisfaction and interest in learning. Teacher-student interaction developed in three domains: emotional support, classroom organization, and instructional support (Allen et al, 2013). Hamre et al (2013) are leading researchers in the field of teacher-student interactions and have extensively studied the domains of emotional support, classroom organization, and instructional support.

Emotional support involves the degree to which teachers establish and promote a positive classroom climate through their interactions with students. It includes aspects such as positive climate, negative climate, teacher sensitivity, and regard for student perspectives. Classroom organization refers to the strategies teachers use to manage students' behavior, time, and attention in the classroom. It includes behavior management, productivity, and instructional learning formats. Instructional support focuses on the ways

teachers effectively support students' cognitive and language development. It includes concept development, quality of feedback, and language modeling (Allen et al, 2013).

A number of studies have highlighted the crucial role and the current landscape of teacher-student interaction in secondary school classrooms. Previous research indicates that high-quality interaction significantly enhances student achievement by supporting them across emotional, organizational, and instructional domains (Allen et al., 2013). However, the actual implementation in EFL classrooms often reveals an imbalance. For instance, teachers tend to heavily dominate classroom talk time, leaving students with limited opportunities for extended participation (Suryati, 2015). Furthermore, even when emotional support and classroom organization are adequately established, teachers frequently struggle to maintain high-quality instructional support, particularly in providing extended feedback in the target language and promoting students' self-regulation (Vattøy & Gamlem, 2020). Collectively, these findings underscore the necessity of investigating and adopting effective classroom interaction strategies to facilitate balanced student engagement and maximize learning outcomes.

Allen et al. (2013) used multilevel modeling technique with a sample of 643 students among 37 secondary school classrooms to predict future achievement using Classroom Assessment Scoring System-Secondary

(CLASS-S). They found that higher quality teacher-student interaction had a positive impact on students' performance by supporting students' emotional support, classroom organization, and instructional support.

Vattøy and Gamlem (2020) observed a video-based observational study of 65 English as a Foreign Language (EFL) lessons across lower-secondary classrooms using the Classroom Assessment Scoring System-Secondary (CLASS-S) to analyze teacher-student interactions. They found that emotional support and classroom organization were rated at mid-high quality, while instructional-support still relatively low, and the teachers are struggling to keep extended feedback dialogues to the target language (L2) and to promote students' self-regulation.

Based on previous research, many researchers use CLASS-S as an instrument for assessing effective teacher-student interactions in class (such as Allen et al, 2013; Lusiana, 2022; Vattøy & Gamlem, 2020; and Robinson, 2022). However, few use it in English lessons in Indonesian high school context. Therefore, the researcher applied it in the EFL context in Indonesia, particularly in an islamic boarding school using CLASS-S as the instrument.

1.2 Identification of the problems

Based on the preliminary observation/discussion prior to this research, the researcher found that problems related to teacher-student interaction

impact students' satisfaction and interest in learning such as engagement and motivation, emotional support, classroom organization, and instructional support (Allen et al. 2013).

Teachers' teaching style that also relate to teaching philosophy, beliefs, and teacher personality (Toyama & Yamazaki, 2019).

Lack of learner motivation which is needed in English learning where students receive motivation support from their teacher and classmates (Ali, Masroor & Khan, 2020).

1.3 Limitation of the problems

The purpose of this study will only investigate teacher-student interaction in islamic secondary school.

1.4 Formulation of the problems

This research attended to answer the following question: how is the teacher-student interaction used in teaching English for Islamic secondary school?

1.5 Objectives of the study

This study has been designed to identify the teacher-student interaction used by a teacher in teaching English for islamic secondary school.

1.6 Significant of the study

Practically, this study can help English teachers and pre-service teachers to have a deeper understanding of the interaction strategies in EFL context and expected to have a contribution to other researchers for next research to apply the interaction strategies in Indonesian context.

CHAPTER II LITERATURE REVIEW

2.1 Teacher-student Interaction

2.1.1 Defining Interaction

Interaction in the classroom has become a central issue in the teaching and learning process of English in the era of communicative language teaching. According to Brown (2000), in teaching communicative language, the essence of communication is interaction. Interaction is everything related to communication. In an interaction, there will always be communication and vice versa. The teacher communicates with students to encourage interaction in the classroom. Limited to classroom interaction, interaction is defined as all communication that occurs in the classroom including speaking and those that can increase students' learning (Ellis, 1990). Regarding Whitaker (2004) view that the main variable in the classroom is teacher, not the student. Good teachers have a high expectation(s) for their students, but higher expectations for themselves. They recognize the importance of their connection with their students, that if they are not able to connect with students emotionally then influencing students' minds is impossible (Whitaker, 2004).

2.1.2 Types of/aspects/categories of interaction strategies class-s

There are some interaction strategies that can be applied in EFL classrooms, such as SETT (Self Evaluation of Teacher Talk) that was

developed by Walsh (2006). There are four modes in SETT: managerial, material, skill and system and classroom context. Aim of managerial mode is to transmit information related to the management of the learning, material mode is to provide language practice around specific piece of material, skill and system mode is to provide language practice in relation to particular language system or skills, and classroom context mode is to enable students to express feelings, experiences, attitudes and so on to promote oral fluency.

Another example of teacher-student interaction is IRF. Initiation, response, and feedback are three main components of the IRF process. The first turn is called initiation where the teacher introduces a new subject or issue (Girgin & Brandt, 2020). Then, students speak during the second turn to respond to the teacher. The last turn is feedback from the teacher as an assessment of the student's answer. It may be acceptance, rejection, evaluation, or commentary (Sinclair & Coulthard, 1975). The IRF pattern begins with a question from the teacher, followed by a response from students and feedback from the teacher. It is believed that the learners will gain from this connection about their interaction with teachers.

Then, the next types of interaction is assessed through the Classroom Learning Assessment Scoring System—Secondary (CLASS-S). Pianta et al (2008) developed CLASS-S as an approach that organizes teacher-student interactions in three domains: emotional support, classroom organization, and

instructional support. They have been tested and validated for the grades of pre-kindergarten to five. With evidence supporting this structure of dimension and domains across grades and across content areas (Allen et al, 2013).

2.2 Review of Relevant Studies

To examine teacher-student interactions, some studies were conducted by some researchers.

The first researcher is Suryati (2015) who investigated classroom interaction strategies at lower secondary school by utilizing SETT (Self Evaluation Teacher Talk) that involves 30 lessons by 18 teachers from lower secondary school in Malang, East Java by classroom observation. The finding revealed that most of the teacher-student interaction in Lower Secondary Schools center on the material mode, skill, and system mode. The most constant strategies are initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns, while students' extended turns were rare. It is argued that in order to improve the Indonesian ELT (English Language Teaching), there is a need to provide an alternative to ELT classroom interaction.

Second researcher is from initiation response feedback (IRF) which were conducted in Indonesia, involving 21 students and 1 English teacher in SMP 4 Mandhere. Gulo et al (2023) found that this class used 51% initiation (

convergent question) , 64% response (similar students' response) , and 62% feedback (admit correct answer).

Third study was conducted in California, in which multilevel modeling techniques were used in a study, involving 643 students across 37 secondary school classrooms by Allen et al, (2013). The aim was to predict future student achievement, while controlling for baseline achievement. The prediction was based on observed teacher interactions with students in the classroom, which were coded using the Classroom Assessment Scoring System-Secondary (CLASS-S). After accounting for prior-year test performance, the study found that qualities of teacher-student interactions significantly can predict student performance in the end-of-year standardized achievement tests. Specifically, classrooms characterized by a positive emotional climate, sensitivity to adolescent needs and perspectives, use of diverse and engaging instructional formats, and a focus on analysis and problem-solving were associated with higher levels of student achievement. Notably, the effects of higher-quality teacher-student interactions were most pronounced in classrooms with fewer students.

2.3 Conceptual Framework

These elements of CLASS-S that are divided into 3 big dimensions by Pianta et al (2008) are emotional support, classroom organization, and instructional support.

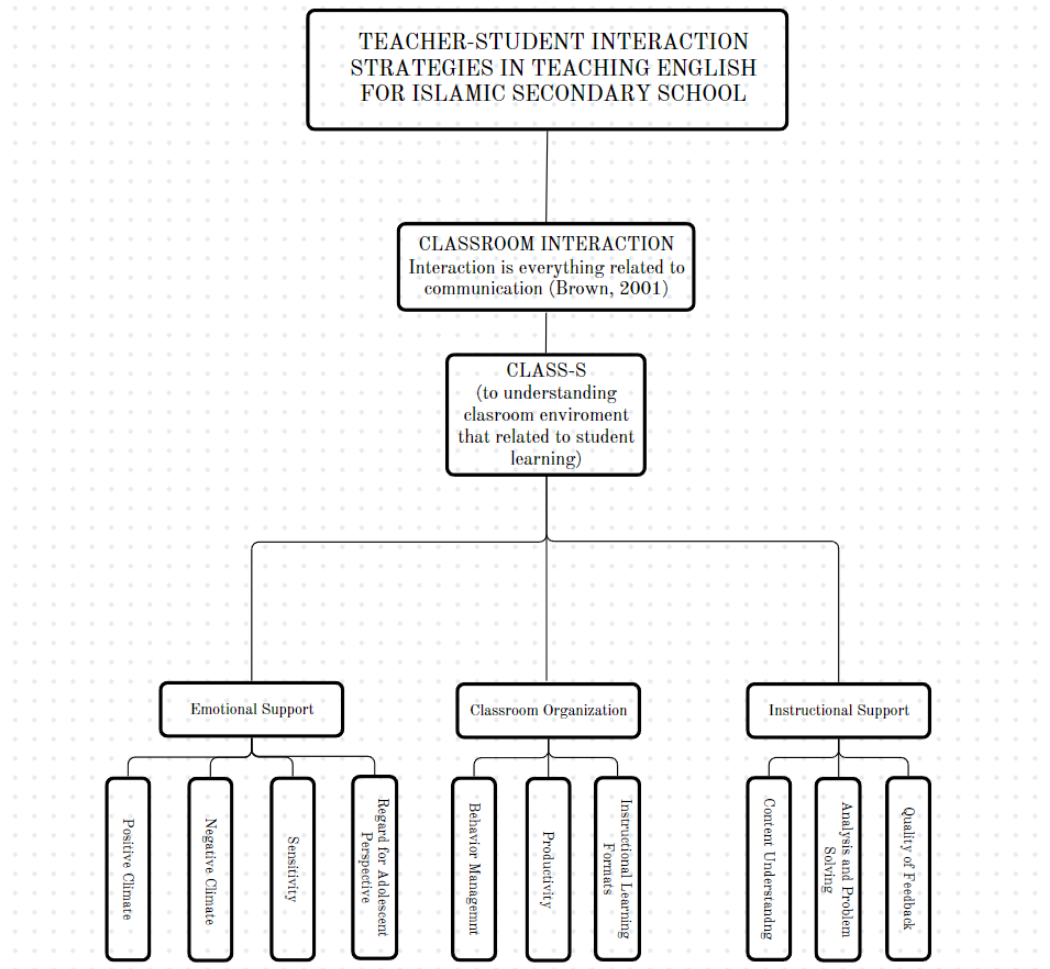


Figure 2.3. Conceptual framework of CLASS-S

CHAPTER III RESEARCH METHOD

3.1 Research Design

This study aimed to investigate teacher-student interaction in ELT classrooms. The method used in this research is qualitative observational study for data collection, because the purpose of this study was to find out the strategies used by secondary school teachers in Indonesian Islamic secondary school in teaching English. In this study, observations were made in the classroom directly by observing the teacher-student interaction while teaching English. As stated by Creswell (2007) that the practices of collecting open and direct knowledge by looking at the people and places at the research site are known as observation.

3.2 Participant and Setting

The participant of this study is an English teacher in Islamic secondary school who has already taught English for over 15 years. The reason why the writer chose this participant is because this participant has taught in an Islamic school that uses English as their tool to communicate for two weeks every month. Students were required to use English on every occasion, even in another learning class or outside classroom. This school policy has been implemented for over one year. Another reason is because even though the environmental conditions that use English have only just been established, it is also supported by the active characteristics of students, the students are

very well behaved and have a high initiative to answer teachers' questions thus creating extensive engagement between teachers and students.

For this study, the researcher applied a naturalistic setting. This means the researcher acted only as an observer and did not interfere. The observation focused on a lesson about Quoted Speech. The research took place in a closed classroom where the desks were arranged traditionally, with two students sharing one desk, all facing the blackboard. Although the lesson lasted only 30 minutes, the atmosphere was relaxed and not rushed. This was possible because the class was small, consisting of only about 20 students, allowing for a calm and focused instructional learning process.

3.3 Data Collection Technique

The data were collected through observation, recorded with a video recorder in one of the English classes in Islamic secondary school. In collecting the data, besides making observations in class by observing the teacher directly, the researcher also took video to ensure that the data in the observational checklist was appropriate and that nothing is missing in this qualitative study. The researcher used instrument of CLASS-S (Classroom Learning Assessment Scoring System — Secondary) from Pianta et al (2008) to collect the data.

Table 3.1 and Table 3.2 describe the instrument and observation checklist that was used by the researcher to collect the data.

Table 3.1 observation research instruments based on Pianta et al (2008)

CLASS-S	Sub components	Symbol	Indicators
Emotional Support	Positive climate	POS	Relationships, positive affect, positive communication, respect.
	Negative climate	NEG	Negative affect, punitive control, disrespect.
	Sensitivity	SENS	Awareness, responsiveness, effectiveness, student comfort.
	Regarding for adolescent perspective	ADOPE S	Student autonomy, connections, student ideas, peer interactions, flexibility.
Classroom organization	Instructional learning	IL	Learning targets/organization, variety, active facilitation, effective engagement.
	Productivity	PRD	Maximizing learning time, routines, transitions.
	Behavior management	BHM	Clear expectation, proactive, effective redirection, student behavior.
Instructional support	Quality of feedback	QoF	Feedback loops, prompting, scaffolding, providing info, encouragement & affirmation.
	Analysis and problem solving	APS	Opportunity for higher-level thinking, problem solving, metacognition.
	Content understanding	CUN	Depth, communication, background knowledge & misconceptions, transmission.

Table 3.2 Observation Checklist

CLASS-S	Sub components	Symbol	Total (N)	Notes
Emotional Support	Positive climate	POS		
	Negative climate	NEG		
	Sensitivity	SENS		
	Regarding for adolescent perspective	ADOPEs		
Classroom organization	Instructional learning	IL		
	Productivity	PRD		
	Behavior management	BHM		
Instructional support	Quality of feedback	QoF		
	Analysis and problem solving	APS		
	Content understanding	CUN		

3.4 Data Analysis Technique

In this study, the researcher analyzed the data directly through classroom observation and video recording from the classroom that was observed, carried by secondary school teachers to find out the strategies used in the classroom by checklist observation. After collecting the data, the researcher then transcribed the video taken during the observation and then did the

coding of the data based on thematic analysis by Braun and Clark (2006) as shown in a figure below.

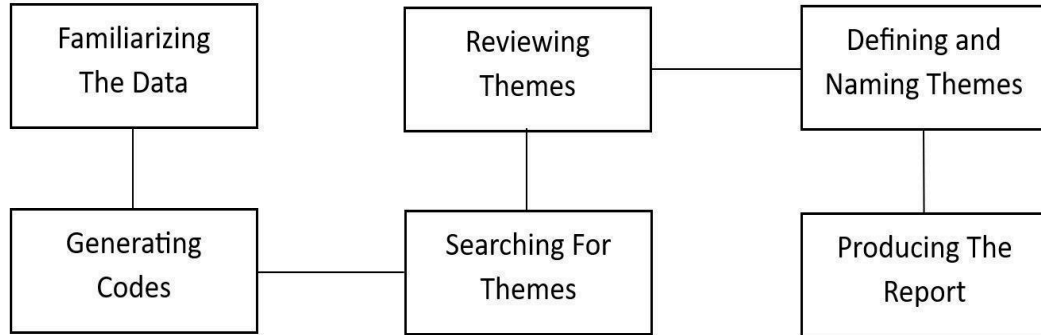


Figure 3.3 Data Analysis Technique

These detailed steps outline the systematic process in analysis qualitative research. The analysis begins with familiarizing data which involve transcribing, reading and re-reading the data, and taking notes. This is followed by generating codes that contain make a code for any interesting features across the entire data. The process then continues with searching for themes which involve collecting and gathering all the data that are relevant to potential themes and categorizing them. Once potential themes emerge, the researcher proceeds to review themes by reviewing any code that was used to ensure the themes accurately reflect the dataset. The next step is defining and naming themes which means the researcher makes sure that these overarching themes are not repetitive and do not overlap. Finally, producing the report step is to re-familiarize the data to the overarching themes and write down the findings and discussion parts of the research paper.

3.5 Trustworthiness

To ensure the credibility of this research paper, the researcher conducts a video of observation and actively attends the class that has been observed and takes a note to make sure that the transcript is accurate. This can affect the coding of the data. The researcher also reviews the data with the supervisor to ensure that the data is not subjective. The researcher also confirms the data with the authorities to make sure that the data is relevant.

CHAPTER IV FINDING AND DISCUSSION

4.1 Findings

The result of this study was obtained from video observation which simultaneously documented the learning process. The observation was conducted by the researcher from an observation in the classroom of Islamic Secondary School in Ponorogo, East Java. The findings are described in table 4.1 below.

Table 4.1 Overall Findings

CLASS-S	Sub components	Symbol	Total (N)	Notes
Emotional Support	Positive climate	POS	7	Sharing jokes with students, active communication
	Negative climate	NEG	5	Teacher give pressure and rising voices
	Sensitivity	SENS	1	Knowing students' abilities.
	Regarding for adolescent perspective	ADOPEP	8	Teachers give flexibility.
Classroom organization	Instructional learning	IL	7	Teacher giving explanations, giving active facilitation, and learning variety.
	Productivity	PRD	8	Teacher-student routines and maximize learning time.
	Behavior	BHM		

		management			
Instructional support	Quality of feedback	QoF	15	The teacher confirms and gives the right answer.	
	Analysis and problem solving	APS	8	Students answer question with higher level thinking	
	Content understanding	CUN	21	Students repeat the answer based on example given by teacher	

4.1.1 Emotional Support

According to video observation, the results indicate that emotional support is given by the teacher through various interactions, involving sharing jokes with students and active communication. This emotional support is expressed in several ways, such as sharing jokes which both teacher and students laugh at, such as when the teacher gives a playful answer to a student.

Some examples of sharing jokes is when the teacher asks one of the students to do the evaluation, the student asking when she can do it, so the teacher jokes by saying she can do it tomorrow. Jokes like this are funny according to teachers and students because evaluations should be completed right away. As transcribed below:

T: "Number 5? alright. six? Sasha."

S: "Now?"

T: "Tomorrow, hehehe" (TIS/ES/POS/247,248,249)

Furthermore, the teacher revealed that she tried to know the students abilities found when the teacher asked the student to answer the evaluation question. She ensures that the student feels no pressure during the task. The example are displayed below:

T: "Prepare for number 5, Risa.. You can do it, right?"
(TIS/ES/SENS/242)

The teacher also provides flexibility by offering choice in lesson activities, for instance: before the evaluation section, the teacher offers how students want to do the evaluation. As transcribed:

T: "What do you want the evaluation to be? Do you want to speak or write?" (TIS/ES/ADOPES/193)
S: "I want to write."

Although the teacher provides a lot of positive emotional support such as, sharing jokes, trying to know students ability, and giving flexibility, there are still several moments when the teacher brings negative tension by applying pressure in class for example: when students still writing the example that given, the teacher force to finish it because the time is tight. This kind of interaction must be minimalized because it can affect student excitement and teacher student relationship. As transcribed:

T: "Have you finished?
Have you finished?
Have you finished?" (TIS/ES/NEG/197)

4.1.2 Classroom Organization

In classroom organization that contains instructional learning, productivity, and behavioral management, the researcher found the teacher consistently employs explanations and active facilitation. The teacher always provides detailed explanations, such as writing the example on the black board after she gives an explanation. The transcript is below:

T: "The first point : use a comma after she said. Look at the sentence. She said my brother is a student.
"Use a comma after she said. Capitalize the first word of the quoted sentence, put the final quotation marks on the side of the period at the end of the sentence."

T: "Now, look here!"
"Example 1:" (writing in black board) (TIS/CO/IL/010)
"Yea, look at the sentence!"
"Use a comma after she said. Capitalize the first word of the quoted sentence, put the final quotation marks on the side of the period of the end of the sentence."

The researcher identified two teaching methods during video observations. In the evaluation phase, the teacher had some students write answers on the board while others responded verbally. This transition from guided practice to formative assessment is a key instructional moment. By moving from verbal to written answers, the teacher creates a multimodal environment that boosts memory. This shift from listening to visual-spatial representation effectively acts as a scaffolding technique.

T: "I think it's better to write in front, guys." (TIS/CO/IL/223)
(the teacher said after some students answer the exercise verbally)

Regarding productivity, the class exhibits established teacher-student routines that help maximize learning time and manage transitions. These routines are observed in the opening class:

T: “assalamualaikum, hello, how are you doing today?”
S: “i’m fine” (TIS/CO/PRD/001,002)

Followed by immediate transition to the material

T: “today we study about quoted speech. Page 229.
Quoted speech.
Have you found?”
S: “yes.” (TIS/CO/PRD/003,004)

While the evaluation section comes to an end, the bell rang, signal the end of class

T: “Pas.” (TIS/CO/PRD/290)

Meanwhile, the routine is marked by closing recitations:

T: “Oke. lets go resiting hamdalah”
S: “alhamdulillah hirabbil alamiin.”
T: “oke, see you next time. Wassalamualaikum warah matullahi wabarokatuh.”
S: “walaikumsalam warah matullahi wabarokatuh. Subhanakallahumma wa bihamdika, asyhadu al-laa ilaaha illaa anta, astaghfiruka, wa atuubu ilaik.” (TIS/CO/PRD/302-305)

Finally, the researcher did not find any observable instances related to behavioral management in the video observation.

4.1.3 Instructional Support

According to the observation in class by checking the observation checklist and re-watching the video observation, the researcher found instructional support revealed that the observed teacher-student interaction often necessitated specific forms of support. This support was primarily manifested in three ways: The teacher confirms and gives the right answer, students answer questions with higher-level thinking, and students repeat the answer based on an example given by the teacher.

The second most frequent form of interaction involved the teacher providing verbal feedback, often either to confirm or correct student responses. For instance, the teacher guided the student toward the correct pronoun choice through confirmation before the final correction:

T: How? example? You, meet, you meet who?
T: "stu?"
S: "student."
T: "student"
S: "her name is"
T: "her, Her, her. Her or his?"
S: "his."
T: "his."
S: "his name"
T: "Huh?"
(teacher ask confirmation before correcting the students answer)
S: "he is john." (TIS/IS/QoF/155-165)

Beyond confirmation, class activities sometimes included tasks designed to foster higher-level thinking and critical analysis. This was evident when

the teacher requested students to generate an original example of a quote sentence not previously mentioned, prompting critical thinking skills:

(After giving an example, the teacher asks students to give another example of a quote sentence that was not given before.)

T: “Another example?

Another example?

Another example?”

T: “Another example. I have to study hard, who said?

I have to study hard, my mother?”

S: “said.” (while the teacher writes the students' answers on the blackboard)(TIS/IS/APS/077,078)

Finally, to ensure material comprehension, the most scaled form of interaction involved students repeating answers based on given examples or previous material. This was observed when the teacher emphasized a key rule, and the student successfully recalled the reasoning after the teacher posed a related question:

(student give example of quotation mark verbally, the teacher write given example on black board)

T: “Why is the sign capitalized here?”

S: “Because beginning” (TIS/IS/CUN/181,182)

4.2 Discussions

4.2.1 Teacher-Student interaction in an EFL Classroom

The construct of teacher-students interaction strategies addresses the interaction between teacher and students interaction in the classroom. As specified in the literature review, the framework from Pianta et al (2008) on

classroom learning assessment scoring system is divided into three dimensions, including emotional support, classroom organization, and instructional support, which is followed by some sub dimensions. According to the findings of this study, teacher-student interaction in this class is quite deep (rarely has a silent moment) in each dimension.

Positivity in emotional support was found much higher than negativity in the classroom, indicating that the quality of teacher-student interaction in the classroom is good. Emotional support consists of four subcomponents: positive climate, negative climate, teacher sensitivity, and regard for adolescents' perspectives. Emotional support is also closely related to classroom organization. This is evidenced by a good behaviour and maximum learning time with less free time and less negative climate in the classroom. This result shows similarity from previous study Vattøy & Gamlem (2020) by comparing each sub dimension in the study. Their study showed that negativity is at the low level which negative climates are shown.

Classroom organization in this research showed that instructional learning and productivity are significantly shown in the classroom, but nothing shown in behavioral management. This means that the teacher also actively contributes in giving explanations and facilitating students. This result has the same findings from a previous study by Vattøy & Gamlem (2020) that the results of student-teacher interactions show that students have little negative behavior. The result in this finding is the same from the

previous research result by Vattøy & Gamlem (2020) because even though the setting are different, both students are EFL (English for Foreign Language) and secondary level.

The next part in which students demonstrated higher levels of engagement was instructional support, which contains quality of feedback, analysis and problem solving, and content understanding. Based on the findings, most interactions are in content understanding, which is when the teacher checks the understanding of her students. This is seen when the teacher asks students to respond to the questions so that the students engage in interaction in class. This is related to Gulo et al. (2023) that found 64% of responses from the students by utilizing initiation, response, feedback (IRF). This proves that in class situations where students are active, the most interaction will be found in the response section.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

The researcher concluded that the interactions were good in emotional support. Because regarding from adolescent perspective dominates, positive climates and negative climates are found with little sensitivity.

Instructional learning and productivity are found in classroom organization, while behavioral management is not. Which is excellent because in Indonesian context, usually behavioral management are found.

Interaction from instructional support is also good. Proven by content understanding dominates, and the quality of feedback is also higher than analysis and problem solving.

5.2 Suggestions

The scope of this study focuses on teacher-student interaction within the English classroom through observational methods. This research was limited to only one school and one teacher in one class. To enrich future research, it is recommended that researchers incorporate

interviews to gain personal information, or surveys with both teachers and students to gain deeper insights into their perceptions and experiences. Future researchers might also look into teacher-student interaction in different educational settings, such as formal and non-formal classrooms to examine how interaction patterns change across different contexts and cultures.

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Appendix 1

Construct	Themes	Sub-themes	Code
Teacher-Student Interaction	Emotional support	Positive climate	TIS/ES/POS/001
		Negative climate	TIS/ES/NEG/001
		Sensitivity	TIS/ES/SENS/000
		Regarding for adolescent perspective	TIS/ES/ADOPE/000
	Classroom organization	Instructional learning	TIS/CO/IL/000
		Productivity	TIS/CO/PRD/000
		Behavior management	TIS/CO/BHM/000
	Instructional support	Quality of feedback	TIS/IS/QoF/000
		Analysis and problem solving	TIS/IS/APS/000
		Content understanding	TIS/IS/CUN/000

Class : 11
 School : Pondok Pesantren Arrisalah
 Duration : 30 minutes
 T : Teacher
 S : Student

Sub	Line	Transcript	Theme	Code
T	001	assalamualaikum, hello, how are you doing today?	Classroom organization - Productivity	TIS/CO/PRD/001
S	002	i'm fine		
T	003	today we study about quoted speech. Page 229. Quoted speech. Have you found?		
S	004	yes.		
S	005	yes		
T	006	oke. Quoted speech refers to re-producing words as they were originally spoken. Apa? Quotes speech itu apa?	Emotional support - Positive climate	TIS/ES/POS/006
S	007	kalimat langsung.		

T	008	kalimat?		
S	009	langsung.		
T	010	<p>ya, kalimat langsung.</p> <p>The first point : use comma after she said. Look the sentence.</p> <p>She said my brother is a student</p> <p>Use comma after she said. Capitalize the first word of the quoted sentence, put the final quotation marks of the side of the period Of the end of the sentence.</p> <p>Quoting one sentence.</p> <p>Now, look here!</p> <p>Example 1: (writing.)</p> <p>Yea, look at the sentence!</p> <p>Use comma after she said. Capitalize the first word of the quoted</p>	<p>Classroom Organisation</p> <p>- Instructional Learning. (Active facilitation)</p>	TIS/CO/IL/010

		sentence, put the final quotation marks of the side of the period Of the end of the sentence.		
T	011	Jadi disini adalah kalimat apa?		
S	012	Langsung.		
T	013	Heeh, kalimat langsung disini menggunakan kalimatnya berapa?	Emotional Support-Negative Climate	TIS/ES/NEG/013,014
S	014 (silent)		
T	015	One.		
T	016	Kalimatnya satu. My brother is?		
S	017	student.		
T	018	student.	Instructional support - content	TIS/IS/CUN/018,019,020,021,022,023

		Bagaimana caranya use comma after she said? Use?	understandin g	
S	019	comma		
T	020	after		
S	021	She said		
T	022	She said. And then huruf?		
S	023	kapital		
T	024	heeh.. The first word of the quoted sentence.	Instructional support - Quality of Feedback	TIS/IS/QoF/018,019 ,020,021,022,023,02 4
T	025	Quoted sentencenya yang mana?	Instructional support - Content understandin g	TIS/IS/CUN/025,02 6,027,028
S	026	My brother is a student		

T	027	My brother...		
S	028	Is a student		
T	029	Heeh.		
	030	Dalam kalimat langsung, maka kata pertama menggunakan huruf?	Instructional support - Content understanding	TIS/IS/CUN/030,031
S	031	Kapital		
T	032	kapital. Kemudian apa quoted sentence nya? put the final quotation marks, kemudian disini kita kasih tanda petik. Nanti tanda petik yang terakhir itu setelah tanda titik. Ingat. Tanda baca dalam kalimat langsung itu harus diperhatikan.	Clasroom Organization - Instructional Learning	TIS/CO/IL/032
T	033	Any question?		
S	034	no. no. no.		

T	035	bagaimana? Bisa dipahami?	Classroom Organization - Instructional Learning	TIS/CO/IL/035-046
S	036	bisa		
T	037	kalimat langsung dalam satu kali?		
S	038	mat.		
T	039	heeh. Kalimatnya satu. Kalimat langsungnya jumlahnya berapa?		
S	040	satu.		
T	041	kita tambah koma, we add comma after she?		
S	042	said.		
T	043	she said. Kemudian jangan lupa kapital untuk huruf pertama dalam kalimat lang?		

S	044	sung		
T	045	sung. Tandanya menggunakan tanda petik di awal dan di akhir kalimat setelah tanda ti?		
S	046	titik.		
T	047	oke, give me an another example! give me an another example!	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/047-058
S	048(silent)		
T	049	give me an another example!		
S	050	teacher said		
T	051	teacher said quote mark begin,		
S	052	comma		

T	053	and then		
S	054	quotation mark		
T	055	and then? Teacher said		
S	056	do your homework		
T	057	do?		
S	058	do your homework please.		
T	059	<p>heeh, do your homework please. Tidak pakai tanda perintah karena kalimatnya kalimat?</p> <p>(The teacher writes the student's answer on a blackboard and explain why “do your homework, please.” is using “.” not “!”)</p>	Instructional Support - Quality of Feedback	TIS/IS/QoF/059,060
S	060	Permintaan.		

T	061	Do your homework please. Oke, have you understood?	Instructional Support - Content Understanding	TIS/IS/CUN/061,062
S	062	Yes.		
T	063	second point, use a comma not a period of the end of the quoted sentence when it perceives beside. Itu berapa? Point yang ke?	Instructional Support - Content understanding	TIS/IS/CUN/063-076
S	064	dua.		
T	065	gunakan koma bukan titik di akhir kalimat langsung ketika it present she said, ketika mendahului she?		
S	066	said		
T	067	she said. Berati kalimat langsung dulu baru?		

S	068	she said.		
T	069	heem, baru she said. Misalnya, you look beautiful. Berarti dimana tandanya? Berarti dimana?		
S	070	after comma		
T	071	and then?		
S	072	and then quotation mark		
T	073	baru?		
S	074	she said		
T	075	she said. You look beautiful, she said. Jadi kalau, kalau kalimat langsung nya ada di depan berarti komanya sebelum she?		
S	076	said.		

T	077	<p>she said. Heem, bisa dibaca ya? Contoh yang lain?</p> <p>Contoh yang lain?</p> <p>Contoh yang lain?</p> <p>Contoh yang lain. I have to study hard, who said?</p> <p>I have to study hard, my mother?</p>	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/077,078
S	078	said.		
T	079	said. My mother said. Ada pertanyaan? Ada pertanyaan?		
S	080	no		
T	081	<p>no? Oke, yang ketiga.</p> <p>If the quoted sentence is divided by “she said”, use a comma after the first part of the quote. Do not capitalize the</p>		

		first word of the first part of the quoted sentence.		
T	082	Jadi disini kalimat langsungnya dipisah. Kalimat langsungnya dibagi dua. Dipisahkan oleh apa?		
S	083	she said		
T	084	she said. Maka ketentuannya adalah. Use comma after the first part, kemudian do not? (scaffolding)	Instructional Support - Quality of Feedback	TIS/IS/QoF/084,085
S	085	capitalize		
T	086	heeh, the first word of the first part of the quoted sentence. Jadi nanti setelah kalimat kedua yang di jeda he/she said tidak ditulis kapital nya.		
S	087	kapitalnya.		

T	088	jadi nanti bisa, hmm, ya. Youu, terus apa katanya?	Instructional Support - Content Understanding	TIS/IS/CUN/088,089,090
S	089	koma		
T	090	koma, kemudian?		
S	091	anu		
T	092	Anu (berbicara dengan nada bercanda)	Emotional Support - Positive Climate	TIS/ES/POS/092
S	093	she said.	Instructional Support - Content Understanding	TIS/IS/CUN/093-105
T	094	ya, she said. Kemudian? You, she said, koma, look?		
S	095	beautiful		
T	096	beautiful. Tandanya apa? Titik. Ada		

		tanda petiknya nggak?		
S	097	ada		
T	098	berati untuk yang gini, she said, ini, untuk kata yang pertama itu ya tetep tandanya dengan tanda petik dan ko?		
S	099	maa		
T	100	maa. Setelah she said,		
S	101	koma		
T	102	koma, tanda petik, disini hurufnya huruf ke?		
S	103	cil		
T	104	cil. Bukan kapital. Kemudian ditutup dengan tanda titik		

		dan apa ini, tanda pe?		
S	105	tik.		
T	106	tik. Contoh yang ke four. Yuk! (teacher ask student to give another example)	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/106,107 ,108,109
S	107	i have		
T	108	i have?		
S	109	to.		
T	110	i have to? Ini infinitif, bisa dipisah tidak infinitif?	Instructional Support - Quality of Feedback	TIS/IS/QoF/110,101 1,112
S	111	tidak.		
T	112	oh, tidak		

S	113	tidak. I have		
T	114	i have? To bacanya. Yang lain? Bagiannya yang lain? Yok yang lain?	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/114
S	115	mmm		
T	116	mmm		
S	117	i will be there	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/117-127
T	118	i will?		
S	119	i will be there		
T	120	i will be there, i will be there.		
S	121	koma		

T	122	koma		
S	123	he said		
T	124	he said, hah?		
S	125	koma		
T	126	koma		
S	127	for you.		
T	128	for you. Oke. dicatat gak? (all the example above is wrote on a black board, teacher ask students)	Classroom Organisation - Productivity	TIS/CO/PRD/128,129
S	129	dicatat		
T	130	Dah?	Emotional Support - Positive Climate	TIS/ES/POS/130,131,132,133

		(guru mengkonfirmasi dengan nada santai)		
S	131	belum		
T	132	nulis?		
S	133	iya.		
T	134	oke now point for more than one sentence, sekarang kita mem.. Apa namanya. Memberikan jeda pada kalimat yang lebih dari satu? Mm, kalimat langsung yang lebih dari satu kalimat. Jadi kalimat langsung itu nanti dalamnya ada lebih dari dua?	Classroom Organization - Productivity	TIS/CO/PRD/134
S	135	kalimat		

T	136	kalimat. Misalnya nomor satu “do your homework please”, itu satu kalimat kan? Nah kalo sekarang yang dua kalimat. Quotation marks are place at the beginning and end of the complete quote notice that no quotation mark after student. Contohnya, contohnya ya. My mother will go to bali, she is preparing the?	Classroom Organization - Productivity	TIS/CO/PRD/136
S	137	the big months		
T	138	the big moths? Disitu ada berapa kalimat?		
S	139	dua		
T	140	dua. Bagaimana caranya memberi tanda pada satu, eh lebih dari satu kalimat? Bagaimana?	Classroom Organization - Instructional Learning	TIS/CO/IL/140,141, 142,143

		Quotation marks are place at the beginning. Nah berarti tandanya ada disini. Pada awal kalimat pertam?		
S	141	ma.		
T	142	pertama, dan nanti ada di, apa, dimana? Di akhir kalimat yang ke du?		
S	143	waa.		
T	144	my mother will go to Bali, she is preparing the big month. Siapa yang ngomong?		
S	145	my brother		
T	146	my? My brother said. My brother said. Gitu ya! Disini “my” nya menggunakan huruf ke?	Instructional Support - Content Understanding	TIS/IS/CUN/144,145,146,147,148,149

S	147	kecil		
T	148	kecil.. Berati tanda petiknya itu di akhir kalimat kedua, bukan setelah "said". Gitu ya.		
S	149	ya		
T	150	tandanya diakhir kata kedua, bukan di akhir kata said. Contoh yang lain? Yang terdiri dari dua kalimat. Yok.. Berati kalimatnya nyambung. Kalo ganti kalimatnya nyam?	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/150
S	151	bung.		
T	152	bung.		
S	153	yang ini bole gak?	Instructional Support-Content Understanding	TIS/IS/CUN/153

T	154	yang ini? Kata said itu boleh dimana saja. Ya? Ada yang tanya?		
T	155	bagaimana? Contohnya? You, meet, you meet siapa?	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/155-159
T	156	stu?		
S	157	student.		
T	158	student		
S	159	her name is		
T	160	her, Her, her. Her atau his?	Instructional Support - Quality of Feedback	TIS/IS/QoF/155-165
S	161	his.	Instructional Support - Analysis and Problem Solving	TIS/IS/APS/160,161

T	162	his		
S	163	his name		
T	164	Heh? (teacher ask confirmation before correcting the students answer)	Instructional Support - Quality of Feedback	TIS/IS/QoF/164
S	165	he is john.		
S	166	he is		
T	167	he is?		
S	168	yanto		
T	169	Hehehe (laugh to student answer)	Emotional Support - Positive Climate	TIS/ES/POS/168,169
T	170	oke. You meet a student, he is?		
S	171	yanto		
T	172	yanto.		

T	173	Tandanya apa?	Instructional Support - Content Understanding	TIS/IS/CUN/173-178
S	174	koma		
T	175	koma?		
S	176	titik.		
T	177	terus?		
S	178	lulu said		
T	179	lulu?		
S	180	said.		
T	181	disini kenapa kok tandanya kapital?	Instructional Support - Content Understanding	TIS/IS/CUN/181,182
S	182	karena awalan		
T	183	karena?		
S	184	awalan.		

T	185	lulu pake koma atas apa nggak? (joke with students)	Emotional Support - Positive Climate	TIS/ES/POS/185,186,187,188,189
S	186	pake.		
T	187	Pake. lu'lu'		
T	188	Siapa yanto tu?		
S	189	hayolo		
T	190	sudah?		
S	191	ditulis ustadzah.	Classroom Organization - Productivity	TIS/CO/PRD/191
T	192	tulislah dulu		
T	193	Yuk, sebelum ke evaluasi.		
T	194	Evaluasinya mau apa ini? Mau lisan atau mau tulisan?	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPES/194

S	195	mau tulisan.		
T	196	nulis ajaaa (disrespect)	Emotional Support - Negative Climate	TIS/ES/NEG/196
T	197	dah belum? Dah belum? Dah belum (give pressure to students)	Emotional Support - Negative Climate	TIS/ES/NEG/197
T	198	oke kita ke exercise 14 page 74. Oke?	Classroom Organization - Productivity	TIS/CO/PRD/198
T	199	Number 1. Limas.	Emotional Support - Regarding for Adolescent Perspective	TIS/ES/ADOPES/199, 200,201,202
T	200	Ayok mas. Kasih tanda koma dan?	Instructional Support - Content Understanding	TIS/IS/CUN/200,201
S	201	petik		
T	202	tanda baca, sama kapital.	Instructional Support -	TIS/IS/QoF/202

			Quality of Feedback	
S	203	there it is, koma, tanda petik, there is it a cow for... tanda petik. Eh titik	Instructional Support - Content Understanding	TIS/IS/CUN/203,204, 205,206
T	204	heeh tanda petik. Terus, kapital nya dimana?		
S	205	kapital nya di "there".		
T	206	di "there".		
T	207	Okeee. Second. Lini.	Emotional Support - Regarding for Adolescent Perspective	TIS/ES/ADOPES/207, 208,209
S	208	anu,		
T	209	anuuuu, baca dulu! anuu (rising voice)	Emotional Support - Negative Climate	TIS/ES/NEG/209
S	210	there is a fun book, He said		

T	211	there is a fun book, he said	Instructional Support - Quality of Feedback	TIS/IS/QoF/211
S	212	tanda petik.	Instructional Support - Content Understanding	TIS/IS/CUN/212,213,214
T	213	where is it?		
S	214	anu, before “T”		
T	215	before “there”, heeh	Instructional Support - Quality of Feedback	TIS/IS/QoF/215
S	216	terus a fun book, koma	Instructional Support - Content Understanding	TIS/IS/CUN/216
T	217	heeh	Instructional Support - Quality of Feedback	TIS/IS/QoF/217
S	218	he said, titik.	Instructional Support - Content Understanding	TIS/IS/CUN/218

T	219	heeh.	Instructional Support - Quality of Feedback	TIS/IS/QoF/219
T	220	Number for. Riski.	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPE/220
T	221	Number three		
S	222	there is, koma	Instructional Support - Content Understanding	TIS/IS/CUN/222
T	223	ini kayaknya enak nya nulis di depan lo.	Classroom Organization - Instructional Learning	TIS/CO/IL/223
T	224	Yaa?		
S	225	heem		
T	226	heemm. Yok, kamu Riski, mulainya. Jawabannya kasih tanda tanda. Yook	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPE/226, 227,228,229

S	227	ini hapus aja?		
T	228	heem.		
T	229	Lanjut, number 4. Number 4,		
S	230	saya.		
T	231	biasakan huruf kapital sama huruf kecil itu be?	Instructional Support - Quality of Feedback	TIS/IS/QoF/231
S	232	daa		
T	233	beda. Besar kecilnya sama aja nanti gak ta yang mana kapital, yang mana kecil	Instructional Support - Quality of Feedback	TIS/IS/QoF/233
T	234	Yok ya. Aya!	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPES/234
T	235	Sambil kita koreksi yang nomor 3.		
T	236	There is, koma.		

T	237	ini bener atau tidak?	Instructional Support - Content Understanding	TIS/IS/CUN/237,238,239
S	238	iyaa		
S	239	yeess		
T	240	heeh. S nya kapital ya	Instructional Support - Quality of Feedback	TIS/IS/QoF/240
T	241	Lanjut.		
T	242	Persiapan nomor 5, Risa.. Bisa ya?	Emotional Support - Sensitivity	TIS/ES/SENS/242
S	243	iya		
T	244	heemm		
T	245	nomor berapa?		
S	246	lima		
T	247	nomor 5? Heem. enam? Sasha.		

S	248	sekarang?	Emotional Support - Positive Climate	TIS/ES/POS/248,249
T	249	besok, hehehe (joking with student)		
T	250	nomor 5. Siapa tadi yang jawab?		
T	251	S,, Aya. S nya besar atau kecil?	Instructional Support - Content Understanding	TIS/IS/CUN/251,252
S	252	kecil		
T	253	disitu tulis kecil? Mm bedain dong. (memberi feedback dengan nada mengejek)	Emotional Support - Negative Climate	TIS/ES/NEG/253
T	254	Kecil apa besar?		
S	255	Kecil. Kecil.		

T	256	heem. Tanda kecilnya itu. Kecil ya.	Instructional Support - Quality of feedback	TIS/IS/QoF/256
T	257	oke. nomor 5 benar ya?	Instructional Support - Content Understanding	TIS/IS/CUN/257,- 273
S	258	ya.		
T	259	heem.. This.. ada yang mana ya? Yang kedua ya. Yang kalimatnya lebih dari		
S	260	dua.		
T	261	lebih dari?		
S	262	satu.		
T	263	satuu.heeh. Ini mother Ini poin yang ke berapa?		
S	264	dua.		
S	265	tiga.		
T	266	poin pertama dan yang		

S	267	kedua.		
S	268	ketiga		
T	269	ketigaa.		
T	270	Koma, tanda petik, kapital.		
T	271	Bener?		
T	272	Lanjut. Kalimat kedua setelah dipisah menggunakan kapital atau tidak?		
S	273	tidak		
T	274	tidakk. Oke, yang ke lima. Eh enam		
T	275	I ask you. Udah bener ini?	Instructional Support - Content Understanding	TIS/IS/CUN/275 - 289
S	276	sudah.		
T	277	W nya, W nya besar atau kecil ini?		

S	278	keciill		
T	279	kalau Y nya. Seharusnya?		
S	280	besar		
T	281	Y nya besar atau kecil itu? Paling bawah.		
S	282	besar.		
S	283	Y besar.		
T	284	Y besar. Ini W nya be?		
T	285	Besar. Pake tanda tanda apa tidak?		
S	286	ya		
T	287	Yes.		
T	288	ya, karna ini kalimat ta?		
S	289	tanya.		
T	290	Pas.	Classroom Organization - Productivity	TIS/CO/PRD/290

		(lonceng berbunyi, kelas berakhir)		
S	291	yeiyy		
T	292	yok. Ada yang tanya gak?		
S	293	tidak.		
T	294	tidak. Kita lanjut sampai nomor 8 ya?	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPE/294
S	295	Tidak.		
T	296	Tidak? Sampai nomor 8 aja.	Emotional Support - Regarding for adolescent perspective	TIS/ES/ADOPE/296
S	297	Tidak.		
T	298	Hehehe. Oke. Do you have any question? (laugh cause students don't want to answer more number of evaluation work)	Emotional Support - Positive Climate	TIS/ES/POS/298

S	299	tidak		
T	300	tidak ini? Yakin?		
S	301	yes		
T	302	yes. Oke. lets go resiting hamdalah	Classroom Organization - Productivity	TIS/CO/PRD/302,303, 304,305
S	303	alhamdulillah hirabbil alamiin.		
T	304	oke, see you next time. Wassalamualaikum warah matullahi wabarokatuh.		
S	305	waalaikumsalam warah matullahi wabarokatuh. Subhanakallahumma wa bihamdika, asyhadu al-laa ilaaha illaa anta, astaghfiruka, wa atuubu ilaik.		