AN ANALYSIS OF TEACHER TALK IN ENGLISH CLASSROOM INTERACTION AT SMA NEGERI 1 WAY JEPARA

(Undergraduate Thesis)

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ABSTRACT

AN ANALYSIS OF TEACHER TALK IN ENGLISH CLASSROOM INTERACTION AT SMA NEGERI 1 WAY JEPARA

By

Tadzkia Putri Mahmudah

Teacher talk is one of the important aspects in the English as a Foreign Language (EFL) classroom. However, due to the COVID-19 pandemic, many problems appeared that made the interaction between the teacher and students not go well. This study aims to identify the classroom interactions that occur during the EFL classroom in the second grade of SMA Negeri 1 Way Jepara after the COVID-19 pandemic. The descriptive qualitative method is applied in this study. Six lessons from the EFL class were transcribed and analyzed using the Self-Evaluation of Teacher Talk (SETT) framework adopted from Walsh (2011). The findings show that only three classroom modes appeared, with the managerial mode dominating the distribution of teaching modes, but the classroom context was not found. The teacher also performed all the interactional features, with the highest number being initiation in the form of questions. However, the students' responses did not meet expectations because they frequently spoke in Indonesian rather than English.

Keywords: classroom interaction, teacher talk, SETT framework

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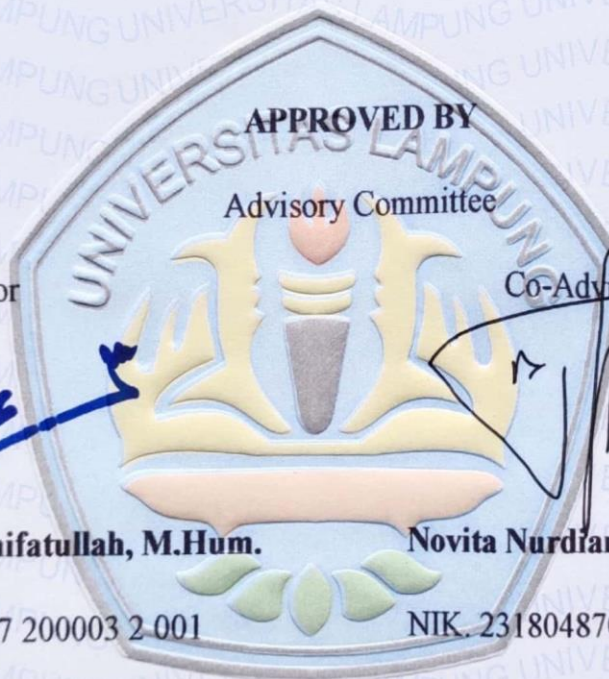
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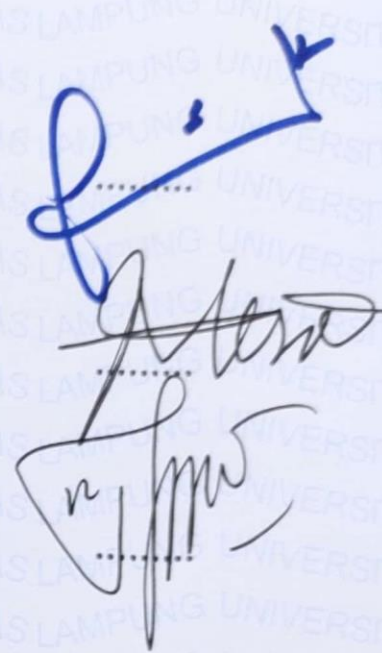NIP. 19700318 199403 2 002

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Judul Skripsi   : An Analysis of Teacher Talk in English Classroom
Interaction at SMA Negeri 1 Way Jepara

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 14 November 2024

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CURRICULUM VITAE

Tadzkia Putri Mahmudah was born on April 1st, 2001, in East Lampung, as the first and only child of Mahmud and Dahlia Andriana. She has Laili Ramadhani as her Bunda and Muhammad Abdillah as her only younger brother, who is 10 years younger.

Her educational background began at TK Aisyiyah Bustanul Atfal Braja Asri, where she graduated in 2007, then continued at SD Negeri 1 Braja Sakti, graduating in 2013. She then enrolled at SMP Negeri 1 Way Jepara and graduated in 2016. After that, she continued her education at SMA Negeri 1 Way Jepara and successfully graduated in 2019. In the same year, she was accepted into the English Education Study Program at Lampung University.

Upon entering university for English Education Study Program, she also joined BEM (Badan Eksekutif Mahasiswa) of FKIP Lampung University and developed friendships with students from other programs within FKIP Lampung University. She actively participated in many activities organized by BEM FKIP. She served as treasurer for Gebyar FKIP 2020. These experiences helped her develop leadership, teamwork, and communication skills.

As a student at the University of Lampung, she was required to participate in a Community Service Program (KKN). She completed her KKN in Jabung Village, East Lampung, in 2022. Afterwards, she carried out her Student Teacher Program (PLP) at SMA Negeri 1 Natar from September to October 2022. She is currently completing her undergraduate studies at Lampung University. This CV, together with her thesis, serves as a testament to her commitment to academic and personal growth throughout her undergraduate studies.

MOTTO

"For indeed, with hardship [will be] comes ease." [Quran 94:5]

"Allah does not burden any soul with more than it can bear." [Quran 2:286]

"Indeed, what Allah has for you is best for you, if you only knew" [Quran 16:95]

"and Allah is the best of planners" [Quran 8:30]

"Do not lose hope, nor be sad" [Quran 3:139]

"Allah said, 'Do not be afraid; I am with you all the time, listening and seeing"
[Quran 20:46]

"Allah is your protector, and Allah is the best of helpers" [Quran 3:150]

DEDICATIONS

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

My beloved parents,

Mahmud, Dahlia Andriana, and Laili Ramadhani

My beloved brother,

Muhammad Abdillah

All great lecturers who encourage and support me in my academic career,

My friends from the English Department class of 2019, whom I can't mention one by one

My Almamater, Lampung University

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I. INTRODUCTION

This chapter presents the general description of this study. It is including background of the study, problem statements, objectives of the research, significance of the research, scope and limitations, and also the definition terms.

1.1 Background of Study

Classroom interaction is the most important teaching and learning activity (Allwright & Bailey, 1991). Classroom interaction refers to the interaction between teacher and students in the classroom (Dagarin, 2004), where they can exchange thoughts, feelings, and ideas resulting in a reciprocal effect on each other (Brown, 2000). The interaction between teacher and students is the key to the success or failure in teaching and learning of foreign language. Thus, the teacher needs to pay attention to the interaction used in leading the students to reach the goal to ensure that the interaction engages the students in learning (Rezaee & Farahian, 2012). The teacher should employ an interactive lesson to stimulate the students in classroom activity. As stated by Afifah et al. (2017), the best way to make an interactive classroom interaction is by using a well-organized and appropriate utterance known as teacher talk.

The language use or teacher talk is a part of communication in the classroom. According to Parrish (2004), teacher talk refers to the language employed by the teacher that could influence the quality of classroom interaction. The teacher talks are not only used to manage classroom activity and explain educational knowledge but also play an important role in the organization of the classroom and as the input for students in the process of language acquisition (Nunan, 1991). According to Krashen's input hypothesis, teacher talk is generally acknowledged as a valuable source of comprehensible input, essential for language acquisition (Cullen, 1998). Therefore, the teacher should be able to organize their talk effectively, not only to deliver the material but also to actively engage the students in the learning process (Yanfen & Yuqin, 2010; Giorgdze & Dgebuadze, 2017).

This is a crucial aspect of classroom interaction, as the teacher's language choices can either construct or obstruct the students' participation (Pratiwi, 2018). Lei (2009) suggested that a good teacher talk focuses on how the teacher effectively promotes genuine communication in the classroom. The teacher should serve the objectives in a common language and let the students get acquainted with the language, promoting genuine learning through interaction (Noni, 1994). Therefore, teachers must manage the use of language effectively to facilitate and develop communicative classroom interaction.

In attempting the effectiveness of teacher talk, the teacher should consider the quality of the talk and the classroom talking-time by allowing the students to develop and perform the language. A classroom dominated by teacher talk will decrease student's opportunity to talk. The process of acquiring the language mainly depends on the student's involvement in the interaction so they can notice the comprehensible language input that can provide them with a wide range of opportunities to produce the output. As mentioned by Swain (2005) output develops fluency and promotes noticing by allowing the students to identify the gaps between the idea they want to say and the language they know. The student's opportunity to use the target language is primarily in the hands of the teacher. It is the teacher's special status to control most of the communication patterns, especially the way they limit or allow the students' interaction, take control of the topic, and facilitate or hinder learning opportunities (Walsh, 2002). Therefore, Clipperton noted that teaching has to be purposeful, interactive, and creative (Takahashi, et al., 2000). The key to interactive teaching is to strive toward the upper, non-directive end of the continuum, gradually enabling the students to move their roles from totally dependent to relatively independent (Brown, 2001). By allowing the students to participate in the talking time, the teachers can drive the students to improve and enhance their communicative competence.

However, the language-classroom interaction is very complicated. Many problems appeared to develop the teaching and learning process through

communicative interaction because students have difficulty expressing themselves using the English language which is not their mother tongue. Dewi (2018) states that the student does not actively respond to the teacher's talks or questions because of the student's limited understanding of the English language. Not only that, Gharbavi and Iravani (2014) argue that certain teacher talks in EFL classrooms do not offer students a chance to engage more in the lesson and do not encourage ease in communicating with the teacher. According to Walsh (2002), teachers are more likely to control the topic of discussion and create unequal roles between the teacher and the students. Students in the classroom have less opportunity to get involved in the talking time since most of the talk is addressed by the teachers.

Furthermore, due to the COVID-19 pandemic last year, when all of the teaching and learning processes were carried out online, several problems arose. One major issue in online learning was the students' limited participation (Werang & Radja Leba, 2022). Atmojo & Nugroho (2020) state that many students have low literacy and cannot understand the teacher's instruction well. A study conducted by Lin (2021) shows that the COVID-19 pandemic increases reading anxiety in EFL students. In line with that, the research conducted by Park and Lee (2021) found that the COVID-19 pandemic negatively impacted EFL student's reading strategies. Meanwhile, from the psychological area, the pandemic has widespread psychological impacts on EFL students, including anxiety, stress, depression, and sleep difficulties.

Although Indonesia has been past the COVID-19 pandemic era, the problems remain. Based on the preliminary observation conducted in SMA Negeri 1 Way Jepara, the researcher found that after the pandemic of COVID-19 which makes teaching and learning online, communication in English classrooms was not progressing effectively. Some students were found unmotivated in classroom activities and had low concentration levels. The students just sat silently and had difficulties answering the teacher's questions using the English language because of the lack of vocabulary. This situation piqued the researcher's interest in conducting this study. In

this research, the researcher uses SETT (Self Evaluation of Teacher Talk) which focuses on language use, interaction, and pedagogic goals in classroom discourse. Therefore, through investigating the classroom interaction, the teachers will be able to develop their awareness of applying appropriate teacher talk in teaching.

Before the 2000s, various Foreign Language interaction analysis models were developed to investigate and understand the relationship between teacher talk and foreign language learning, including FIAC by Flanders (1970) and FLINT by Moskowitz (1971). However, Walsh claims that the categories used in these previous models are too broad and questionable whether they could adequately analyze the complexity of classroom interaction (Walsh, 2006). Furthermore, Seedhouse (1996) also suggested that in an attempt to evaluate classroom communication, the characteristic features related to pedagogical purpose should be considered. To address this issue, Walsh (2011) proposed a revised version of the SETT Framework to help the teacher develop their teacher talk and understand its pedagogic goals. As Walsh (2002) stated since the pedagogy and interaction stand along during the teaching and learning, then learning opportunity is facilitated; oppositely, since the language use and teaching goal experience deviation, then the learning opportunity is missed.

There are several studies investigating teacher talk using the SETT Framework that has been conducted in English teaching classrooms (Hariri et al., 2022; Hartono et al., 2021; Tauhidah et al., 2021; Zhafiri & Harahap, 2021; Izzati & Hamzah, 2021; Valentika & Yulia, 2020). In the context of English Foreign Language (EFL) classrooms, those studies tried to identify the classroom teaching modes and the features of teacher's language use. Hariri (2022), Zhafiri & Harahap (2021), Izzati & Hamzah (2021) conducted the study at the Junior High School level, Hartono (2021) and Valentika & Yulia (2020) conducted the study at the Senior High School level while Tauhidah (2020) conducted the study at the university level. The findings of these studies suggest that although the teacher performed all teaching modes, the frequency of interactional features will differ. Each

teacher has different teaching methods, so it is fairly normal to have differences in using the interactional features. Therefore, in this research, the researcher aims to observe the classroom interactions in SMA Negeri 1 Way Jepara using the SETT Framework to examine the distribution of teaching modes and interactional features used by the English teacher.

1.2 Statement of Problems

As the background of the study explained above, this research attempts to answer the following questions:

1. How is the distribution of teaching modes in the observed lessons?
2. What are the types of interactional features used by the teacher in English classrooms?

1.3 Objectives of the Research

In line with the formulation of the problem statement, the objectives of the study are:

1. To know the distribution of teaching modes by the teacher and the most frequent mode used by the teacher in the English classroom.
2. To know the types of interactional features used by the teacher in the English classroom and how the teacher performed them.

1.4 Significance of the Research

The findings of this research are expected to be beneficial and contribute to the development of the English teaching and learning process, both in theoretical, practical, and pedagogical terms.

1. Theoretical Significance

   This study will provide a platform for reflection on the teacher's and student's awareness of their classroom interaction by giving a real example of classroom interaction using the SETT Framework.
2. Practical Significance

   The result of this study will help the teachers gain more information and understand the importance of selecting the language they use in classroom interaction.

3. Pedagogical Significance

This study presents theories and analysis for the teacher talk that will encourage the teachers and future teachers to raise awareness decisions on interactional choice.

1.5 Scope and Limitations of the Research

This research investigates the distributions of classroom modes and the types of interactional features used by an English teacher at SMA Negeri 1 Way Jepara. This research observes the English teacher for one week during the class the English teacher had. The English teacher has 12 classes in her responsibilities. However, for this study, the researcher chose only six classes to be observed.

As for every study, this research is not immune to any limitation. The first limitation of this study concerns the number of participating teachers. This study has one teacher to participate. The higher number of teachers from different backgrounds could provide different perspectives on the research questions.

Another limitation of this study concerns the time frame of the research, which was carried out for one week. In this one week, the researcher selected six classes to observe the classroom interaction. Applying the study longer might give better results.

Furthermore, there were some technical and ethical issues to address as limitations. There were two cameras, each located in two different corners of the classroom. For some classes, it was difficult to catch the interactions because of the size and shape of the physical context. Also, students in some classes tend to act off task by made certain moments to be missed by the researcher.

1.6 Definition of Terms

1. Classroom interaction is the collaborative information exchange between teacher and students, also among students during the teaching and learning process.

2. Teacher talk is a variety of teacher language used during the teaching process.

3. Classroom mode is a context in the classroom interaction that depends on the relation to the language use and the pedagogical purpose the teacher pursuing in the classroom.

4. Interactional features are the language functions derived from conversation analysis of turn-taking, sequence, and topic management.

5. Pedagogical purpose is every decision that teachers make including learning objectives and learning outcomes.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the review of the previous research, the concepts of the study, and theories that are used for the main study, the thinking framework of this research to show the steps that have been passed on this research, and then the researcher presents the theoretical framework that becomes the summary of this chapter.

2.1 Review of the Previous Studies

Many studies discuss classroom interaction using the SETT Framework from around the world, including Indonesia. These studies discussed EFL classroom interaction in different topics and backgrounds. First was a study by Valentika & Yulia (2020), where the teachers used a simple IRF pattern and twelve interaction features in the observed classrooms. The predominated IRF pattern in classroom interaction was also shown in the studies by Yauwangsa & Wijaya (2016), Panjuru (2019), Raharja (2020), and Hariri et al. (2022). Teachers usually use questions as a form of initiation. There are two most common question types; display questions and referential questions. Referential questions were commonly found in classroom context modes, while display questions were much more common in materials modes (Simsek, A. & Kuru-Gonen, S. I., 2020). The teacher would mostly use closed-display questions which provide a minimal learning opportunity for students (Valentika & Yulia, 2020; Raharja, B., 2020; Hariri et al., 2022). However, display questions play an important role in classroom activities to prompt and raise the students' desire to learn and participate in the learning process (Panjuru, 2019). Not only use display questions as an initiation form, but the teachers also tend to translate the initiation or feedback into Indonesian language (Valentika & Yulia, 2020; Hariri et al., 2022). The teacher uses the mother tongue to bridge the communication gap between the teacher and students (Anfone et al., 2024) and help the teacher explain the information to help students improve their language skills.

Next, a study by Izzati (2020) found the use of teacher talk in online learning at Junior high school during the COVID-19 pandemic. This study showed only ten features of teacher talk used by the teachers, except referential questions, content feedback, turn completion, and extended learner turn. In contrast, the study by Zhafiri & Harahap (2021), also conducted during online learning at junior high school, found that extended learner turn was the most used interactional feature in classroom activities. The differences between those studies happen because of the differences in pedagogical goals that the teacher wants to achieve. The teacher in the research by Zhafiri & Harahap (2021) was teaching speaking descriptive to the students in ninth grade, and the goal was to assist the students' descriptive monologue skill development in the speaking descriptive learning activities. Meanwhile, the teachers in the study by Izzati (2020) were teaching seventh-grade students who focused on the written text such as vocabulary and writing skills.

The use of interactional features depends on what the teacher wants the students to achieve and learn. However, not all interactional features can facilitate students' learning, there some may hinder their learning opportunities. For instance, Murekson (2017) argued that teacher echo can hinder students' learning opportunities because it increases the amount of teacher talk. Similarly, Tauhidah et al. (2021) and Junior et al. (2021) also stated that teacher echo hindered the students' learning opportunities in their studies along with display questions (Junior et al., 2021), teacher interruption, and extended teacher turn (Tauhidah et al., 2021). However, teacher echoes also has benefits for teaching and learning such as providing confirmation, scaffolding, repairing students' error language structure, compensating unheard utterances, encouraging students' participation, giving more time for the students to share their responses, signaling the students to add longer responses, and provide corrective feedback to leverage learning outcomes (Walsh, 2002; Ekinci, 2020; Demirkol, 2022).

Nevertheless, teacher echo which repeats teacher utterances almost like a habit serves no real function and may disrupt learning opportunities (Ekinci,

2020). As for teacher interruption and extended teacher turn, there have been many studies that found that the teachers already aware interruption and extended teacher turn hindered students' learning opportunities. Thus, the teachers try to reduce using those two during classroom activities. Makhlouf (2022) found that without teacher intervention, comprehension check, and confirmation check, the students have more opportunities for negotiation and discussion. It goes the same with turn completion and display questions which are considered ineffective features of teacher talk. Thus, the teacher also reduces the amount of them.

Then, there was a study by Hartono, et.al. (2021) that focused on the implementation of teacher talk in EFL classrooms. It found that the teacher applied all of the SETT Framework modes with the most used being managerial mode. They were then followed by skill and system mode, classroom context, and material mode. The result was similar to the study by Yauwangsa & Wijaya (2016), the most frequently occurred was managerial mode followed by material mode, classroom context mode, and skill and system mode. The domination of the managerial mode indicates that the teacher manages the classroom interaction and transmits the information through teacher talk.

Meanwhile, the study from Korkut (2016) showed that the most applied modes were material mode and skills and system mode. It happened because the interaction and pedagogical goals were determined by the material. In the study by Murekson (2017), skill and system became the most applied mode. It became the most used because the goal was to enable the students to produce the correct language form. The modes that mostly occurred in the previous studies were different, however, they have a similarity which was the rarely occurred classroom context mode in their research. Korkut (2016) stated that English is seen as a subject rather than a communicative tool. Thus, Puspasari (2019) found in her study, that English lessons in Indonesian schools mainly revolve around texts subject. So, the teacher might have avoided classroom context mode on purpose because it did not seem like a legitimate part of the lesson. However, Puspasari (2019) also

stated that the use of interactional features and occurrences of classroom mode in EFL lessons can be changed to reach the learning goals. Thus, the teacher has to ensure that the activities are as efficient as possible. The inconsistency in interactional features and pedagogic goals can hinder learning activities.

Next was a study from Alkahtani (2023) which explored the interactional features of EFL lectures in virtual content-based universities during the COVID-19 pandemic. The lectures were dominated by material and managerial modes. The material mode was mostly used by the teachers because the teachers wanted to cover the material at hand and manage learning due to the sensitive timeframe of virtual classes. Meanwhile, the managerial mode was used frequently in the lessons because the teachers needed to attract students' attention. As for skill and system mode, it was less frequent especially because the lectures were content-based lessons. Then, even though the use of classroom context mode was limited, the form was different from the original SETT framework because it was not managed by students but rather mostly managed and initiated by the teacher. This situation was the reason extended teacher turns were the most common interactional features observed. Thus, Alkahtani (2023) suggests that the teacher change and adapt to the new platform, therefore the teacher can teach students with new and creative learning methods.

The pandemic of COVID-19 made the teaching and learning activities must be conveyed through online learning. There were a lot of challenges and problems that arose because of the sudden changes in learning due to the COVID-19 pandemic. The challenges and difficulties conveyed during online learning in Indonesia were more complex than they seemed. Even before the pandemic, Indonesia had experienced a gap and loss in teaching and learning. Zuraini & Nurhayati (2021) stated that long before the pandemic, Indonesia had already experienced learning loss that occurred due to several factors, such as the gap in education quality, students dropping out due to economic factors, intentional quitting of school due to trauma or lack in confidence, and inability to obtain an education due to

internal or external factors. After the pandemic of COVID-19, learning loss term refers to the students' loss of opportunities to learn because of the decreased intensity of student-teacher interaction. Atmojo & Nugroho (2020) found that the problems in online learning include financial conditions which impact the availability of smartphones, internet connection, and students' understanding of operating the applications and platforms used for online learning; geographic conditions where cellular signal and internet coverage cannot reach remote and rural areas; undisciplined students; students suffer from lots of tasks and assignments during online learning; teachers' difficulties in creating materials and giving personal feedback; the absence of adequate facilities for high technology; and the absence of parents' care.

The challenges and problems during online learning resulted in learning loss and students' learning demotivation. The loss of students' English competence covers three aspects which are knowledge, attitude, and skill (Sari, et.al., 2023). Dealing with knowledge and skill, the students did not learn all the supposed material and rarely participated in classroom interaction. Thus, the students lack the confidence to communicate using English because they have been studying at home for an extended period and barely meet another person who speaks English. As for students' learning demotivation, Saifullah (2024) found seven different factors related to students' attitudes toward English; students' experience, peers' proficiency, teachers' workload, and technological and physical institutional facilities. Based on the studies above, the researcher conducted this study to examine the classroom interaction in EFL classes at Senior high schools after the COVID-19 pandemic. The goals of this study were to investigate the distribution of classroom teaching modes and the types of interactional features used by the teacher in EFL classrooms with students who had experienced full online learning during their junior high school.

Considering the findings of the previous studies above, it can be assumed that the teacher always performed the four modes of the SETT Framework and most of the interactional features of teacher talk. The differences in their

findings were in the mode that dominated the teaching and learning part, the interactional feature most frequently used by the teacher, and the interactional feature that did not occur. These happen because of the differences in teaching styles used by the teachers and the level of students' English proficiency. In this research, the researcher used SETT to find teachers' language use and classroom interaction in an English classroom at SMA Negeri 1 Way Jepara.

2.2 Pedagogical Competencies

Teachers have both the obligation and challenge to continuously learn and innovate their teaching methods to educate and fulfill the students' needs. Nurtanto (2016) stated that there are several competencies teachers should acquire to enhance their professionalism, which includes: (1) reflecting personal values, (2) mastering the teacher's role and developing expertise, (3) understanding and developing learning tools, (4) designing and applying learning programs, (5) assessing the learning process and learning outcomes, (6) managing the administrative tasks, (7) using a variety of teaching methods suited to learners' characteristic, (8) linking learning to society, industry, and universities, while adapting to technological development, (9) conducting classroom action research, and (10) publishing the result of the study. To develop teaching material, the teacher should consider the time and learner's needs. To meet the learner's needs, the teacher should consider the pedagogy competence.

Suciu and Mata (2011) divided the pedagogical into three significant terms: (1) the achievement/success/efficiency of education, (2) social environment change, and (3) professional development. These aspects cannot be separated because the teacher needs to have those aspects to become a good teacher. Many experts divided pedagogic into several criteria such as Denek (2000), Schneckenberg and Wildt (2010), and Rodzeviciute (2010). Indonesia also has its criteria for teachers' competencies that are stated in the Regulation of Minister of National Education Number 16 of 2017 on Academic Qualification Standards and Teacher Competences, the teacher should have pedagogic competence such as (1) understanding learner's

characteristics, (2) mastery teaching method and the teaching principals, (3) expand the curriculum used, (4) conduct a valuable learning, (5) utilizing the technology, (6) facilitate learner's potential development, (7) use an effective and emphatic communication with the learner, (8) organize the assessment and evaluation of the learning, (9) utilizing the assessment and evaluation result, and (10) take reflective action to increase learning quality.

2.3 Classroom Interaction

Interaction is one of the main factors for success in the teaching and learning process because it involves the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect (Brown, 2007). Interaction is considered a fundamental aspect of classroom pedagogy, as everything in the classroom transpires through live, person-to-person interaction (Ellis, 1994). Long (1996) claims that conversational and linguistic changes in interaction facilitate the acquisition, which occurs in discourse and provides learners with essential input. Similarly, Rivers (1987) argues that learners' language repertoire can be expanded through the use of authentic linguistic material, or by participating in discussions, joint problem-solving tasks, or dialogue journals.

Classroom interaction refers to all interactions that occur during the teaching and learning process between teachers and learners, using patterns of verbal and non-verbal communication, as well as the types of social relationships established (Kalantari, 2009). Therefore, interaction in communication is crucial within the classroom for several functions, such as accessing new knowledge, acquiring and developing new skills, identifying problems in understanding, resolving communication breakdowns, and establishing and maintaining relationships. Additionally, interaction is primarily required to promote teaching and learning (Walsh, 2011).

A common form of interaction in the classroom is the three-part exchange structure called Initiation, Response, and Feedback (IRF), in which the teacher initiates a dialogue, the students respond, and the teacher provides

feedback (Kumpulainen and Wray, 2002). However, to create a productive learning environment, the teacher needs the cooperation of the students, allowing space for them to actively engage in their learning. Therefore, the teacher must understand how to encourage student participation, create space for learning, and collaborate to achieve a productive environment. At the same time, students should take the opportunity to understand their own learning styles, become more aware of learning strategies, and actively participate in their learning process (see Xhafer and Xhafer, 2011). Thus, there is a need to develop interactional competence for both teachers and students to foster a collaborative environment (see Walsh, 2013).

2.4 Teacher Roles

One of the primary purposes of education is to prepare the next generation for an uncertain future. To achieve this, teachers should empower and collaborate with students to provide in-depth knowledge and equip them to face future challenges. Through the process of gradual empowerment, students take responsibility for their behavior, participation, and learning (Brandes & Ginnis, 1986; see also Mason and Rennie, 2006). However, this does not mean that teachers have no role in learning process. Napoli (2004) emphasizes that students should collaborate with teachers in selecting learning goals and objectives based on authentic problems, as well as students' prior knowledge, interests, and experiences. Beyond this, teachers serve many other roles in the classroom. Harmer (2001:39) stated that a teacher's job is to provoke intellectual activity by helping students become aware of contrasting ideas and concepts, which they can resolve for themselves, though still with the teacher's guidance.

Furthermore, Richards (2002) explains that role refers to the part that students and teachers are expected to play in carrying out learning tasks, as well as the social and interpersonal relationships between participants. Dagarin (2004, p. 130) outlines several main roles that teachers play in the classroom:

1. General overseer

The teacher coordinates teaching and learning activities, ensuring a clear progression from lower to higher communicative abilities.

2. Classroom manager

As a classroom manager, the teacher is responsible for organizing and managing teaching activities and all teaching and learning process.

3. Language instructor

Here, the teacher is responsible for students' language performance, introduce new language concepts, and evaluating, controlling, and correcting their language use.

4. Consultant or advisor

In this role, the teacher provides help when needed. While monitoring students' work, the teacher can move around the classroom to observe students' progress, strengths, and weaknesses, and may intervene in their work when necessary.

5. Co-communicator

In this role, the teacher encourages students to be more active in the learning process without taking on their primary role. Acting as a co-communicator, the teacher helps enhance students' speaking skills and involvement.

2.5 Teacher Talk

Teacher talk refers to the spoken language used by teachers in the classroom. Richards (1996) defines teacher talk as a specific variety of language that teachers sometimes use during the teaching process. Similarly, Sinclair and Brazil (1982) define it as the language in the classroom that takes up the majority of talk time, used to give directions, explain activities, and check students' understanding. From these definitions, teacher talk is seen as a primary method for conveying information, engaging in discussion and negotiation, and motivating students. Research in EFL classroom settings has demonstrated that teacher talk plays a crucial role in organizing and managing the language learning environment (Nunan, 1981).

Since teacher talk can be a valuable source of comprehensible input, which is essential for student language acquisition (Cullen, 1998), it is important for teachers to be aware of their speech fluency, the amount they talk, and how to deliver meaningful talk effectively. However, Brown (2001) highlights that teachers tend to talk too much. He argues that teacher talk should not dominate class time, as this reduces opportunities for students to speak. Harmer (2007) similarly claims that the more teachers talk, the less chance students have to practice the target language. Therefore, a good teacher minimizes their own talking time and maximizes students' talking time. In addition to reducing talk time, teachers must also speak effectively. Cullen (1998) states that the notion of "good" teacher talk has shifted from focusing solely on quantity to considering both quantity and quality. While the amount of teacher talk still matters, what is more important is how efficiently the teacher manages learning and shapes student contributions.

Nunan (1987) and Thornbury (1996) point out several communicative features of teacher talk, such as the use of referential questions, content-based feedback, increased wait time, and student-initiated or student-controlled talk. Conversely, Cullen (1998) notes that teacher talk is considered uncommunicative if it includes excessive or exclusive use of display questions, form-focused feedback, echoing of students' responses, and predictable, teacher-centered Initiation-Response-Feedback (IRF) sequences.

2.6 Advantages and Disadvantages of SETT Framework

Over the past forty years, several foreign language interaction analysis models have been designed to investigate and understand the relationship between teacher talk and language learning, such as FIAC (Flanders Interaction Analysis Categories) by Flanders (1970), FLINT (Foreign Language Interaction) by Moskowitz (1971), and COLT (Communicative Orientation of Language Teaching) by Spada and Fröhlich (1995). However, these models are no longer suitable for analyzing classroom interaction, especially teacher talk.

Walsh (2006) later introduced a new approach, the SETT (Self-Evaluation of Teacher Talk) Framework, to help teachers obtain a better insight into the relationship between teacher talk, interaction, and the lesson. The SETT framework is designed to raise awareness of the importance of teacher talk in the classroom and its role in achieving pedagogic goals. As Walsh (2002) stated, when pedagogy and interaction align during teaching, learning opportunities are facilitated; conversely, when language use and teaching goals deviate, learning opportunities are missed. SETT also aims to provide a descriptive system that teachers can use to extend their understanding of the interactional processes in their classes. The SETT framework contains four clear patterns: managerial mode, materials mode, skills, and systems mode, and classroom context mode, each subdivided into relevant pedagogic goals and interactional features (Walsh, 2006). This framework enables teachers to describe classroom interaction relatively easily and unambiguously. However, tensions can arise. Several factors can lead to deviant cases:

a. Mode Switching

Mode switching occurs frequently in classrooms and can be initiated by either the teacher or learners. This can make interpreting and describing interaction difficult because the interaction becomes multi-layered. In theory, participants in discourse can say anything at any time, and the ensuing interaction may take sudden twists and turns, complicating analysis. However, in practice, this rarely occurs because classroom interaction is typically goal-oriented. Understanding is gained by considering the interrelatedness of turn-taking, recognizing that turns do not occur in isolation, and identifying pedagogic goals.

b. Mode Side Sequences

Mode-side sequences occur when there is a brief shift from the main mode to a secondary mode and then back to the main mode. Side sequences are a common feature of conversation, involving two speakers jointly constructing and negotiating dialogue while managing two topics and two exchange structures. For example, the pattern may

be classroom context – skills and systems – classroom context, with classroom context as the main mode and skills and systems as the secondary mode. These side sequences are prompted by changes in pedagogic goals and are symbolized by an immediate and obvious change in the interaction, with different interactional features and a different speech exchange system. Walsh (2006) identified several patterns of mode side sequences, such as:

- Classroom context – skills and systems – classroom context
- Materials – skills and systems – materials
- Materials – classroom context – materials
- Managerial – skills and systems – managerial
- Skills and systems – classroom context – skills and systems
- Materials – managerial – materials

While both teachers and learners initiate side sequences, the responsibility for returning to the main mode lies with the teacher.

c. Mode Divergence:

Mode divergence occurs when there is a misalignment between pedagogic goals and language use, meaning the teacher's language does not facilitate learning and may hinder it (Walsh, 2002). This divergence arises when teacher talk and learning objectives are incongruent. The relationship between teaching objectives and language use is often instinctive rather than conscious, but there are clear instances when they do not align. Teachers vary in their ability to create learning opportunities and make interactive decisions. Teachers must facilitate learning opportunities moment by moment, balancing factors such as time, student attention spans, curricular demands, and exam pressures.

For these reasons, the researcher has chosen the SETT framework as a research instrument for the following reasons: a) Walsh's framework was developed to help teachers analyze their teaching. b) The format can be adapted for different situations, with items that can be added or removed. c)

SETT allows researchers or teachers to investigate classroom dialogue in terms of turns rather than individual lines.

2.7 Walsh's SETT Framework

Walsh (2006) introduces an interaction analysis model called SETT (Self-Evaluation of Teacher Talk), aimed at helping teachers gain a deeper understanding of the relationship between language use, interaction, and learning opportunities that may not be recognized during the teaching and learning process. The SETT framework allows teachers or observers to understand what is happening in the classroom and why it is happening. This enables teachers to evaluate classroom interactions and address those that may hinder students' learning opportunities (Walsh, 2011).

The SETT framework is adaptable and effective for studying classroom interaction (Walsh, 2006). It consists of four modes that categorize classroom interactions, each with its pedagogical goals. These modes serve as the foundation for identifying the features of teacher talk. The term mode refers to the connection between language use and teaching objectives. The four modes of SETT, as proposed by Walsh, are presented in the table below.

Table 1 Classroom Modes (Walsh, 2006)

Mode	Pedagogic Goals	Interactional Features
Managerial	- To transmit information - To organize the physical learning environment - To refer learners to materials - To introduce or conclude an activity - To change from one mode of learning to another	- A single, extended teacher turn which uses explanation and/or instructions - The use of transitional markers - The use of confirmation check - An absence of learners' contribution

Materials	- To provide language practice around a piece of material - To elicit responses in relation to the material - To check and display answers - To clarify when necessary - To evaluate contributions	- Predominance of IRF patterns - Extensive use of display questions - Form-focused feedback - Corrective repair - The use of scaffolding
Skill and System	- To enable learners to produce correct forms - To enable learners to manipulate the target language - To provide corrective feedback - To provide learners with practice in sub-skills - To display correct answers	- The use of direct repair - The use of scaffolding - Extended teacher turn - Display questions - Teacher echo - Clarification requests - Form-focused feedback
Classroom Context	- To enable learners to express themselves clearly - To establish a context - To promote oral fluency	- Extended learner turns - Short teacher turns - Minimal repair - Content feedback - Referential questions - Scaffolding - Clarification requests

Furthermore, classroom interaction has fourteen interactional features commonly found within the four classroom modes. These fourteen types of interactional features are presented in the table below.

Table 2 Interactional Features (Walsh, 2006)

Interactional features	Description
Scaffolding	(1) Reformulation (rephrasing learner's contribution) (2) Extension (extending learner's contribution) (3) Modelling (correcting learner's contribution)
Direct repair	Correcting an error quickly and directly
Content feedback	Giving feedback to the message rather than the words
Extended wait time	Allowing sufficient time (several seconds) for learners to respond or formulate a response
Referential question	Genuine questions to which the teacher does not know the answer
Seeking clarification	(1) Teacher asks a student to clarify something the student has said (2) Student asks teacher to clarify something the teacher has said
Confirmation check	Making sure that the teacher has correctly understood the learner's contribution
Extended learner turn	Learner turn of more than one clause
Teacher echo	(1) Teacher repeats a previous utterance (2) Teacher repeats a learner's contribution
Teacher interruption	Interrupting a learner's contribution
Extended teacher turn	Teacher turn of more than one clause
Turn completion	Completing a learner's contribution for the learner
Display question	Asking question to which the teacher knows the answer
Form-focused feedback	Giving feedback on the words used, not the message

1. Managerial Mode

   The managerial mode deals with organizing the learning process. Its purpose is to manage time, space, student involvement, and class activities. The pedagogical goals of this mode include transmitting information related to learning management, organizing the physical conditions for learning, referring learners to specific materials, introducing or concluding activities, and transitioning between different forms of learning (Walsh, 2006). This mode typically occurs at the beginning of a lesson or activity, where the teacher informs students about what to do or learn. It plays a key role in helping students understand the main context of the lesson, making it crucial for setting students' perspectives on what they are learning. Although most common at the start of a lesson, it may also occur post-activity or as a transition between lesson stages.

   The interactional features of this mode include extended teacher turns for explanations or instructions, transitional markers to focus attention or indicate the beginning or end of a lesson stage, confirmation checks, and a lack of student contribution. The language used is appropriate to the pedagogic goals at that moment.

2. Material Mode

   The material mode involves the use of specific learning materials such as tapes, worksheets, newspapers, or magazines. Its goals are to provide language practice related to the material, elicit student responses, check and display answers, clarify as necessary, evaluate student contributions, and extend those contributions (Walsh, 2006). In this mode, the interaction between teacher and students is largely dictated by the material. The teacher controls the flow of classroom communication and decides who can contribute to the discussion. The interaction features include the Initiation-Response-Feedback (IRF) pattern, extensive use of display questions, and form-focused feedback.

There is very little interactional space or choice of topic for students, as the interaction is organized around the material. The material largely determines who speaks, when, and what they may say. While students have some interactional space, their contributions are still constrained by the task at hand.

3. Skills and Systems Mode

The skills and systems mode allows students to practice what has been taught and enables teachers to assess how well learning goals have been achieved. The pedagogical goal of this mode is to provide students with language practice related to language systems or skills, focusing on accuracy rather than fluency. The teacher controls the topic and flow of learning. Unlike the material mode, the interaction between the teacher and students is not dictated by the material but by the target language and the classroom context. Interaction in this mode is typically form-focused, characterized by extended teacher turns, scaffolding, direct repair, and display questions.

4. Classroom Context Mode

The classroom context mode relates to external factors affecting learners, such as their beliefs, attitudes, experiences, or culture, which are relevant to the topic presented by the teacher (Walsh, 2011). The pedagogical goal of this mode is to enable students to express themselves and promote oral fluency. The teacher encourages student participation in classroom activities (Cullen, 1998). In this mode, interaction primarily occurs among students as they share opinions and ideas related to the topic, with the teacher guiding the discussion and occasionally providing feedback. The main interactional features of this mode include:

- Extended learner turns, with the speech exchange system managed by learners, with minimal teacher involvement
- Short or absent teacher turns
- Direct repair, used only to address breakdowns in interaction
- Content feedback, focusing on the message rather than form
- Extensive use of referential questions rather than display questions

- Scaffolding
- Requests for clarification and confirmation checks

In the classroom context mode, the management of turns and topics is determined by the local context, the communicative potential of the L2 classroom, and the authentic resources available for interaction (van Lier, 1988). Opportunities for genuine communication are frequent, with the teacher taking a less prominent role, allowing students the interactional space they need.

2.8 Conceptual Framework

This research focuses on analyzing the distribution of teaching modes and types of interactional features based on the SETT Framework. The researcher designed the conceptual framework, which is shown below:
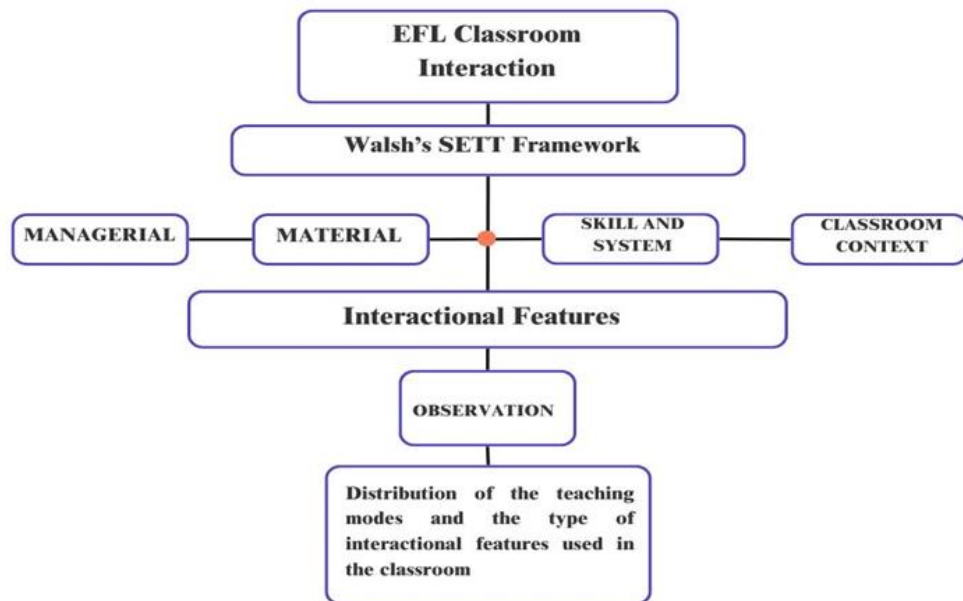
Figure 1 Conceptual Framework

Figure 1 presents the conceptual framework of the study. This study investigated EFL classroom interaction in SMA Negeri 1 Way Jepara, specifically in the second-grade EFL classroom. It will analyze EFL classroom interactions using Walsh's SETT (Self-Evaluation of Teacher

Talk) Framework. This framework comprises four teaching modes - managerial, material, skill and system, and classroom context - and fourteen interactional features. Classroom observation will be conducted to collect the data. This method ensures that the natural interactions between teachers and students are captured in teaching and learning. The result of this study will reveal the distribution of teaching modes and the types of interactional features used by the teacher in the second-grade EFL classrooms at SMA Negeri 1 Way Jepara..

III. METHODOLOGY

This chapter outlines the steps and procedures undertaken to conduct this study. It includes the research design, participants, data collection techniques, research instruments, research procedures, trustworthiness, and data analysis.

3.1 Research Design

In this research, the researcher adopts a qualitative approach, specifically discourse analysis. The goal was to fully capture the classroom context through the interactions between the teacher and students. Walsh (2011) points out that conversation analysis examines interaction by linking utterances to one another and the context. The primary function of conversation analysis was to interpret the data from these utterances, similar to analyzing the modes of teacher talk.

The data for this research consists of teacher talk during the lesson related to pedagogic goals. This is because mode refers to the link between the language used and teaching goals (Walsh, 2006). Therefore, teacher talk was not connected to teaching, and pedagogic goals were not considered part of the data. After collecting this information, the researcher analyzes the transcriptions of classroom interactions, assessing the fit between modes and interactional features based on the SETT framework.

This research was conducted at SMA Negeri 1 Way Jepara in East Lampung from October 2, 2023, to October 6, 2023, with six observations of six English classes. So, in each class, there was a one-time observation. It specifically focuses on observing the interactional features and teaching modes within classroom interactions. The aim was to gain further insight into the nature of language in classroom discourse, which can provide valuable information for improving pedagogical practices.

3.2 Participant

This research was conducted at SMA Negeri 1 Way Jepara during the 2023/2024 academic year. The school has ten classes per grade, divided into six science (IPA) classes and four social science (IPS) classes.

Each class has an average of 34-36 students. English is the only foreign language offered and taught at the school. Four Indonesian English teachers are employed, and there are no native English-speaking teachers. Each class has two periods of English per week, with each period lasting 45 minutes.

One English teacher participated in this research. She has a decade of teaching experience and is considered one of the senior English teachers in East Lampung. She also serves as a "Guru Penggerak" (Teacher Leader) at SMA Negeri 1 Way Jepara. The teacher agreed to participate in the study, and her lessons were recorded. She teaches 12 classes: three in the first year, seven in the second grade, and two in the third grade. However, the researcher chose to observe only six classes in the second grade, as the first and third grades were excluded due to their lesson topics being unsuitable for observation during the research period.

3.3 Data Collecting Technique and Data Analysis

Data collection techniques are methods used to gather and collect data systematically. Since this research is qualitative data, both data collection and data analysis were conducted simultaneously.

3.3.1 Data Collecting Technique

This research focuses on classroom discourse, aiming to study teacher-student interactions. Therefore, data was collected through observations of classroom interactions. Referring to discourse theory, the data collected includes (1) teacher's utterances, (2) students' utterances, (3) classroom' environment during the interaction, and (4) the effects of utterances on class interactions. As mentioned in section 3.2, the English teacher was observed during her teaching and learning activities in six classes over one week. Approximately 12 hours of English lessons were observed and videotaped across six classes.

The social context of the data pertains to the Indonesian context, specifically the Lampung social context, which influences the Indonesian students interacting in English classrooms. This includes language forms or styles and diction. The utterances consist of both the teacher's and students' speech in terms of classroom discourse, which involves linguistic forms, style, diction, and moments of silence.

In terms of individual behavior, the data also includes the effects of the utterances spoken by the teacher and students on the listeners. These effects are manifested through behaviors shown by everyone involved in the classroom interaction. The context in this research refers to the classroom setting, including the location, the participants (teacher and students), the subject being learned, and the topic of discussion.

3.3.1.1 Classroom Observations

As this research was an observational study, the primary method was classroom observation. Observation was considered the most effective way to gather live data from actual situations (Cohen, Manion, and Morrison, 2007). Similar to previous studies conducted for related purposes, the observational data were considered the most effective and reliable for addressing the problem statement of this research. Observational data provided a realistic perspective for researchers (Cohen, Manion, and Morrison, 2007).

In this study, the researcher employed non-participant observation using video recordings. This type of observation facilitated an understanding of how classroom interaction was organized by the teacher by allowing for the examination of the teacher's actions (Wilkinson and Birmingham, 2003). Throughout the classroom observations, the researcher attended the lessons as a silent observer, refraining from participating in any activities conducted by the teacher to maintain the natural classroom setting.

Before the observation began, the researcher arranged a camera facing the teacher at the back of the classroom, and another camera

facing the students or between them, depending on the room size. This setup ensured that the video captured the full view of all participants and that both the teacher's and students' voices were recorded. The video ran for the entire lesson, approximately 90 minutes, to ensure that no valuable data were lost.

The researcher sat at the back or in a corner of the classroom, away from the students, to gain a better view of the lesson and avoid obstructing any activities. After the class started, the researcher began taking notes on the surroundings and describing the setting and participants to provide a detailed account of the environment and to detect any external factors that may have influenced the interactions between the teacher and students. By silently observing, the researcher utilized the SETT Framework to focus on the teacher's use of language and its relation to the pedagogical goals intended for both the teacher and students.

3.3.1.1.1 Video Recording

To capture natural classroom interactions without missing any data, the researcher utilized video recording. Two video recorders were set up to document the entire classroom activity—one placed at the back of the room to capture the teacher and a broader view. Meanwhile, the other was positioned at the front, facing the students. Video recording was essential for obtaining clearer and broader data on classroom interactions that might have been overlooked during the researcher's direct observation.

In classroom discourse analysis, video recordings were beneficial as they allowed the researcher to revisit and closely examine specific moments of interaction. This ensured that non-verbal cues, turn-taking, and other nuances of communication were captured accurately. Additionally, video recordings provided a complete record, enabling the researcher to focus on

various aspects of discourse, such as body language and classroom dynamics, which might have been difficult to observe in real time. The recorded videos were then analyzed using the SETT Framework to identify patterns and structures within the interactions, offering a detailed account of how language was employed to achieve pedagogical objectives.

3.3.2 Data Analysis

In the data analysis, the researcher applied the principle of local interpretation, which is essential for conducting discourse analysis (Brown and Yule, 1996; Mulyana, 2005). Local interpretation limits the analysis to the immediate context of the utterance to obtain the most accurate interpretation. Therefore, the context is confined to the issue in question and does not extend to other contexts. This approach restricts the analysis of the relationship between the utterance and the preceding and subsequent utterances within the classroom interaction.

3.3.2.1 Transcription System

The first step before analyzing the data is deciding how to transcribe it. Transcribing involves converting recorded data into text, which is essential for extracting meaning and understanding the data obtained from both observations and interviews (King and Horrocks, 2010). In this research, where verbal interaction plays a significant role, it is most valuable to conduct a word-for-word transcription.

However, as this study focuses on interactional features, it is necessary to consider the level of contextual features (such as nonverbal communication, paralinguistic aspects, and non-linguistic utterances) to include in the transcription process. Considering that the research emphasizes the use of interactional features and teaching modes, nonverbal communication (e.g., gestures, facial expressions, and body language) and purposeful non-linguistic utterances (e.g., sound like "hm" or "uhm" that provide affirmation

or encouragement) should be carefully considered for inclusion. Nevertheless, non-linguistic sounds like laughter, giggles, or sighs, which do not contribute to the teaching and learning process, may be excluded. Paralinguistic features, which reflect interactional features and serve as indicators of participation, are essential for understanding and interpreting the underlying meanings of verbal interactions. This leads to the decision regarding the type of transcription system to adopt.

For this research, it is crucial to select a transcription system that shows the turn-taking between the teacher and students. A narrow, but not overly detailed, verbatim transcription that includes contextual features when necessary is appropriate. Therefore, the researcher chose the transcription system adopted by Walsh (2013). This system not only provides clear symbols to indicate turn-taking but also includes symbols that show how selected interactional features are organized. The transcribed data must be cross-checked with the original recordings to ensure accuracy.

Table 3 Adopting from Walsh (2013)

Transcription System	Meanings
T:	Teacher
S:	Student
S1, S2, etc:	Identified student
Ss:	Several student at once or the whole class
/ok/ok/ok	Overlapping or simultaneous utterances by more than one student
[do you understand?] [I see]	Overlap between teacher and student
=	Turn continues, or one turn follows another without any pause (latching)
(.)	Pause of one second or less
(4)	Silence; length given in seconds
((4))	A stretch of unintelligible speech with the length given in seconds
::	A colon after a vowel or a word is used to show that the sound is extended, The number of colons shows the length of the extension

(hm,hh)	Onomatopoetic representations of the audible exhalation of air
.hh	Indicates an audible inhalation of air, for example like a gasp. The more h's, the longer the in-breath
?	A question mark indicates that there is slightly rising intonation
.	A period indicates that there is slightly falling intonation
,	A comma indicates an abrupt cut off, where the speaker stopped speaking suddenly
⇅	Up and down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs
<u>Under</u>	Underlines indicate speaker emphasis on the underlined portion of the word
CAPS	Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume
°	Indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question
><,< >	'greater than' and 'less than' signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess as to what was said, nothing appears in the parentheses.
[A], [B]	Omitted names of participants
T organizes group	Editor's comments (in bold type)
Italics	The use of the first language (L1)

3.3.2.2 SETT Framework

After transcribing the collected data from the observations and recordings, the researcher identified which mode each interaction belonged to, based on Walsh's SETT Framework. This framework, which identifies different modes of interaction—including managerial, materials, skills, and classroom context modes—was utilized to categorize the exchanges between teachers and students.

Once the modes were identified, the researcher analyzed the occurrences of specific interactional features within each mode.

This approach facilitated a detailed examination of the language used by both teachers and students in achieving pedagogical goals and enhancing learning outcomes. By applying the SETT Framework, the researcher tracks patterns and the distribution of interactional features, such as teacher questions, feedback, and student responses, across various modes. Through this analysis, the underlying structure and function of classroom interactions were revealed, providing insights into how different teaching strategies influenced communication and supported educational objectives.

3.4 Trustworthiness

Trustworthiness in qualitative research is essential for establishing the credibility and reliability of findings, especially when employing methods such as classroom observation and video recording. In this study, the researcher utilized video recordings to capture real-time interactions between the teacher and second-grade students across six English classes. By directly observing these classroom dynamics, the researcher gathered data that reflected the natural learning environment.

To enhance the trustworthiness of the findings, the researcher employed triangulation by observing six different English classes taught by the same teacher. According to Seliger and Shohamy (1989), triangulation involves using various methods to collect data, seeking to identify similar patterns or behaviors from different sources. Creswell (2012) further defines triangulation as the process of corroborating evidence from many individuals, types of data, or data collection methods to strengthen the credibility of descriptions and themes.

This approach allowed the examination of patterns and variations in classroom discourse across diverse settings, reducing potential biases that might arise from relying on a single observation. By comparing and contrasting interactions observed in different classes, the researcher can

draw more solid conclusions regarding the effectiveness of the teacher's strategies and the student's responses. The triangulation process not only enhanced the validity of the data but also provided a deeper, more nuanced understanding of classroom dynamics.

Additionally, the use of video recordings contributed to the trustworthiness of the research by allowing the researcher to revisit and analyze the recorded interactions in detail. This method facilitated a thorough examination of verbal and non-verbal communication, ensuring that subtle cues and contextual features were accurately captured and considered in the analysis. Through employing these strategies, the researcher aimed for a solid foundation of trustworthiness, allowing credible insights into how classroom interactions influence learning outcomes in second-grade English classes. Ultimately, this approach provided valuable contributions to the field of education by highlighting the significance of observational methods in understanding classroom discourse.

V. CONCLUSION AND SUGGESTIONS

Based on the discussion in the previous chapter, this chapter provides answers to the research questions and addresses the research objectives. It summarizes key findings and offers insights into the distribution and use of teaching modes and interactional features in the classroom. Additionally, several recommendations are provided for future research and pedagogical practice.

3.5 Conclusion

This research aimed to identify the patterns of English classroom interaction in the second grade of SMA Negeri 1 Way Jepara using the SETT Framework. The primary objectives were to examine the distribution of teaching modes and the interactional features that occurred during the lessons. Based on the findings discussed in Chapter 4, the following conclusions can be drawn:

Teaching Modes: The four teaching modes identified by the SETT Framework—managerial mode, material mode, skill and system mode, and classroom context mode—were all observed during the lessons, except classroom context mode. The most frequently used modes were managerial mode and material mode, followed by skill and system mode, while classroom context mode was not found.

Interactional Features: The fourteen interactional features (excluding extended learner turn) suggested by the SETT Framework were also observed throughout the English lessons. Display questions were the most frequently occurring feature, as they were used to engage students and prompt responses. On the other hand, features such as confirmation check, content feedback, and turn completion were rarely observed.

3.6 Suggestions

Based on the conclusions, the following suggestions are presented:

1. Suggestions for the English Teacher

The teacher predominantly uses the native language during classroom interactions, which leads to students doing the same. To encourage students to speak more in English, it is recommended that the teacher serve as a language resource, managing classroom interactions to promote the use of English. The teacher should also increase the use of English when delivering lessons to foster communication in the target language. Additionally, to prevent disruptions, it's advisable for the teacher to prepare all devices and tools in advance. Interactive media can engage students more effectively if it doesn't take too much time to set up.

2. Suggestions for the Students

Students should work on building their confidence and not hesitate to express themselves in English during classroom interactions. By increasing their use of English, they can improve their fluency and confidence over time. Additionally, students should maintain appropriate posture, gestures, and behavior in class, regardless of different learning styles or methods. Misbehavior should not be justified based on differences in learning types.

3. Suggestions for Future Research

This study focused on second-grade students with only one English teacher as a participant. The study's scope was limited, particularly in examining the use of the native language (L1) and English (L2). Future researchers are encouraged to conduct studies involving more participants to gather a more comprehensive set of data and insights. Furthermore, the researcher suggests that future researchers focus on teachers' talks rather than try to grab all of the spoken utterances when transcribing the data.

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