An Analysis of Classroom Interaction in International Class of Biology Department at Universitas Negeri Padang

Meutia Herza Putri[1] and Ratmanida[2]
[12]Universitas Negeri Padang
Correspondence Email : meutiaherza@gmail.com

Abstract

Classroom interaction is defined as an interaction between the teacher and learners, and amongst the learners in the classroom. Those interactions consequently lead to students' attitudes whether it is positive or negative including in an International Class, especially in Biology Department. The research aims to find out how classroom interaction takes place between lecturer-students (L-S), students-lecturer (S-L), and student-student (S-S) and students' attitudes towards the classroom interaction in International Class of Biology Department at Universitas Negeri Padang. This is a descriptive qualitative research conducted in the International class of Biology Department. The instruments of this research were observation, adopted questionnaire, and interview. The data analysis was analysed by categorizing each category of the patterns from FIACS. The participants of this research consisted of 41 students and 2 lecturers. From the five-meeting observation, the finding of the research revealed that dominant category of each pattern; explaining for L-S pattern, response for S-L pattern, and questioning for S-S. Those dominant categories were influenced by group discussion method that used in the teaching and learning process. In addition, students showed the positive attitudes towards interaction in the classroom, in which they had a passion and aspiration to maintain their ideas or thoughts independence.

INTRODUCTION

An essential thing that is considered to occur in the teaching and learning process is interaction, commonly called classroom interaction. Classroom interaction is defined as an interaction between the lecturer and learners, and among the learners in the classroom (Tsui, 2001). At the same time, Brown (2001:165) defines interaction as the collaborative process of communication between two or more people to affect each other's experiences or interactions hat can be a cooperative exchange of thoughts, feelings, or ideas. Classroom interaction, furthermore, is one of the important points in the teaching and learning process as it not only benefits

students, but also gives teacher feedback on whether the material explained is acceptable to students or not. Hanum (2017), in line with that, states that classroom interaction is required for the success of the teaching and learning process. In the teaching and learning process, interaction must be taking place in the classroom; for example, a lecturer asks questions to students for stimulating their ideas and thoughts or leads them to participate actively in the lesson; the students respond to the lecturer or ask questions. Those activities, undoubtedly, will stimulate students to talk and share their ideas that occur in interactions between Lecturer-Student (L-S), Student-Lecturer (S-L), and Student-Student (S-S). Those interactions consequently lead to students' attitudes in the process of teaching and learning positively and negatively.

Attitude, according to Haddock & Maio (2019), is important in learning as it affects how the world is viewed, how people think, and what people do. Attitude can be various for students whether it is positive or negative. In teaching and learning, student who has a positive attitude will have a passion and aspiration to maintain their ideas or thoughts independence while a student who has a negative attitude will have not enthusiastic and desire to maintain their ideas or thoughts independence. There are several negative factors in attitude such as shyness to speak and laziness to practice that can reduce students' achievement which is similar with Ned Flanders thought. Ned Flanders (1965:97), in book entitled "*Teacher Influence, Pupil Attitudes and Achievement*", states that when student attitudes are more favourable, their achievement is higher. In other words, attitude can make smooth interaction and successful learning. It becomes clear that interaction and attitude are two things that cannot be separated in the process of teaching and learning in all classes including international classes.

Universitas Negeri Padang (UNP) is one of some universities in Indonesia that provide international class programs. UNP, through its international class programs, has the purpose of producing graduates who can speak English actively and compete at the national and international levels. UNP believes this program can improve the English skills of the graduates as benefits ('Universitas Negeri Padang Student Handbook', 2018). Interaction amongst international students has a different pattern in since they use English as the Lingua Franca. One department that implements the international class program at UNP is Biology Department. Biology is a non-English class that is a part of science class. Chin (2006) believes when the students learn science in a classroom, the main sources of information input come from teacher talk and teacher-students' interactions.

Based on the researcher's previous observation, a group discussion is the main method that used in several international class of biology department at UNP. This method is believed by some lecturers can achieve biology department's outcomes that have already mentioned in the students' handbook. One of the outcomes is mastering theoretical concepts, principles, and basic procedures of biology, general pedagogy, pedagogical biology, and other knowledge that relevant to educate the ability to manage education and biology learning at schools which means interaction takes a role in achieving those outcomes.

In fact, the research of the analysis about classroom interaction has been carried out by many researchers (Ayunda, Komariah, & Achmad, 2021; Khan & Mumu, 2022; Purba, Nasution, & Sinaga, 2018; Winarti, 2017). One of them is

Khan & Mumu, (2022) who conducted "*Teacher Talk and Student Talk in English Classroom Interaction Analysis: A Literature Study*". They found that from 24 related articles that have been certified imply teacher is active in delivering content and dominant over the class. The second one is the "*An Investigation of EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS)*" by Ayunda et al. (2021). The study, additionally, showed that there are ten categories of FIAC that appeared in two meetings of observation. *Asking question and explaining* are the highest percentage of categories that is used by teacher, while *initiation and response* are commonly used by students. In this previous research, teacher-centred appears in that classroom interaction. The research of Purba et al. (2018); Winarti (2017), in addition, showed the same result with other ones.

According to the description above, the previous research mainly discussed the classroom interaction which does not use a group discussion as the method of teaching and learning process. Besides, group discussion is applied in international class of biology department. Furthermore, there are many classes that apply group discussion as their method. Also, the previous researches only focus on analysing the classroom interaction, while this research does not only focus on that but also is going to find out students' attitudes at the Biology International class in UNP since there are still a few who conducted this kind of research in international class programs (Mustapha, 2010). Furthermore, this study has not conducted yet at Biology Department at UNP. Thus, the researcher is going to conduct this research in order to know how classroom interaction takes place between lecturer-student (L-S), student-lecturer (S-S), amongst students (S-S) in international class of Biology Department in detail by adopted Flanders Interaction Analysis Category (FIAC) as a research tool. Along with that, the students' attitudes will also be seen during this research whether it is positive or negative.

RESEARCH METHOD

This research is a qualitative research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014:31). In addition, this research adopts Flanders' Interaction Categories System (FIACS) proposed by Flanders in 1970 for analysing the classroom interaction: *Accept Feelings, Praise or Encouragement, Accepts or Use Ideas of Students, Asking Questions, Explaining, Giving Direction, Criticizing, Student Talk Response, and Student Talk Initiation.*

Involving 43 participants, this research's participants consist of 41 students and 2 lecturers. They are lecturers and students in International Class of Biology Department at UNP academic year 2021 and 2022. Then, random sampling technique is used to choose 10 students who interviewed to get in-depth information about students' attitudes towards classroom interaction.

In collecting the data, this research uses three instruments which are observation, questionnaire, and interview. Kawulich (2005) believes observation is useful for researchers in a variety of ways. It provides researchers with ways to check for determine who interacts with whom, and grasp how participants communicate with each other. The researcher gathers data by video recording to know the

classroom interaction during the teaching and learning process. By video and audio recording, the researcher gets more evidence to find out how classroom interaction takes place between L-S, S-L, and S-S. Then, the video recording is transcribed in order to analyse the classroom interaction taking place between L-S, S-L, and S-S. Two classes are recorded 5 times; 5 meetings with different lecturers. Next, questionnaire is distributed in order to find out students' attitudes toward classroom interaction. The questionnaire is a checklist questionnaire that consists of 29 statements that use Indonesian for their comprehension. The questionnaire is adopted from FIAC and Ratmanida's unpublished dissertation. There are four choices that must be chosen by students; strongly agree (*sangat setuju*), agree (*setuju*), less agree (*kurang setuju*), and disagree (*tidak setuju*). Then, the last instrument is interview. Interview is used to support both and get in-depth information. Interview is used to get additional answer of researcher's question about students' attitudes. The researcher gives 13 questions to 10 students as the representative that is chosen by simple random sampling technique.

After collecting the data, the video recordings are transcribed into written form. This researcher uses transcription since it is the main written source for analysis. Then, the result of transcribing is analysed by using Flanders Interaction Analysis Category (FIAC). For knowing students' attitudes, meanwhile, the data analysis gains from questionnaire and is supported by interview. Based on the mean score of students' answers of questionnaire, the researcher makes a conclusion. To measure the students' questionnaire scores through the formula as followed:

$$p = \frac{F}{N} \times 100\%$$

P = Percentage   F = Frequency   N = Number of students

The researcher will make a conclusion by collecting the main score of the students' answer of questionnaire using formula as followed:

$$X = \frac{\sum X}{N}$$

Xp   = Main Score $\sum X$ = Total Frequency   N = Number of students

RESULT AND DISCUSSION
Research Finding
1. **Classroom interaction**
    In this section, the researcher focuses on analysing and explaining how the interaction takes place between Lecturer-Students (L-S), Students-Lecturer (S-L), and Student-Students (S-S). The data observation was obtained by recording the teaching and learning process in five meetings. The first observation was made on September 13th, 2022, and the last observation was made on September 27th, 2022. After recording it, the researcher re-read and re-watched the video recording then transcribed it into transcripts. Therefore, the researcher found the

dominant categories of classroom interaction in each pattern in the teaching and learning process. The observation finding is presented in the table below.

Interaction Category	Pattern					
	L-S	%	S-L	%	S-S	%
Accepts feeling (AF)	16	5%	13	13%	58	12%
Praises and Encourages (PE)	17	5%	0	0%	3	1%
Accepts or Uses Ideas of Students (AUIS)	18	6%	2	2%	34	7%
Questioning (Q)	74	24%	12	12%	115	24%
Explaining (E)	115	37%	2	2%	107	23%
Giving Direction (GD)	40	13%	0	0%	85	18%
Criticizing or Justifying Authority (CJ)	7	2%	0	2%	5	1%
Response (R)	20	6%	67	64%	61	13%
Initiation (I)	3	1%	8	8%	4	1%
∑	310		104		472	

Table 1. The Dominant Categories of Classroom Interaction in Each Pattern Display

It shows that *explaining* category is the dominant in Lecture-Students pattern. While in Students-Lecturer, the dominant category is *response* and *questioning* is the dominant category for Student-Student pattern.

2. **Students' attitudes**

In this research, the questionnaire was distributed to the International class students through G-Form form. There are 29 questions in the questionnaire in order to find out the students' attitudes toward classroom interaction International Classes of Biology Department at UNP. After analysing and calculating the data, the researcher found out that the students in International class have a positive attitude toward the classroom interaction. It can be shown by the following data.

No C	No I	Categories of Classroom Interaction	Strongly Agree		Agree		Less Agree		Disagree		N
			f	%	f	%	f	%	f	%	
1.		**Accepts Feeling**									
a.	1.	Saya senang dengan dosen yang mengajar dengan ramah.	35	85%	6	15%	0	0%	0	0%	41
b.	2.	Saya menunjukkan sikap siap belajar ketika dosen sidah mengucapkan salam pembuka.	22	54%	19	46%	0	0%	0	0%	41
2.		**Praises and Encourages**									
a.	3.	Ketika dosen memberikan pujian, saya lebih bersemangat dalam menjawab pertanyaan berikutnya.	32	78%	9	22%	0	0%	0	0%	41

b.	4.	Saya merasa percaya diri ketika dosen meminta saya menjelaskan jawaban saya.	8	20%	26	63%	6	15%	1	2%	41
c.	5.	Saya termotivasi untuk belajar ketika dosen menyelipkan lawakan/candaan di dalam proses belajar.	31	76%	10	24%	0	0%	0	0%	41
3.		**Accepts or Uses Ideas of Students**								
a.	6.	Saya antusias ketika dosen mengklarifikasi pendapat saya.	19	46%	18	44%	4	10%	0	0%	41
b.	7.	Ketika dosen merangkum kembal pendapat saya, saya termotivasi untuk belajar.	21	51%	20	49%	0	0%	0	0%	41
4.		**Ask Questions**								
a.	8.	Ketika dosen menanyakan pendapat saya, saya termotivasi untuk menganalisis materi yang diajarkan lebih mendalam.	14	34%	27	66%	0	0%	0	0%	41
b.	9.	Saya merasa pertanyaan dosen membantu saya untuk mengingat rumus, konsep, materi ajar yang diajarkan sebelumnya.	15	37%	24	59%	2	5%	0	0%	41
5.		**Explaining**								
a.	10.	Saya senang belajar biologi karena dosen mengorientasikan materi dengan jelas dan terstruktur.	19	46%	20	49%	2	5%	0	0%	41
b.	11.	Saya dapat memahami penjelasan dosen dalam mengajar biologi karena bahasanya jelas.	11	27%	29	71%	1	2%	0	0%	41
6.		**Giving Directions**								
a.	12.	Saya merasa dosen memberi perintah atau instruksi dengan jelas.	9	22%	28	68%	4	10%	0	0%	41
b.	13.	Saya merasa lebih baik ketika dosen	5	12%	13	32%	15	37%	8	20%	41

		memerintahkan mahasiswa untuk belajar sendiri daripada diskusi kelompok							
7.		**Criticizing or Justifying Authority**							
a.	14.	Saya merasa bisa menerima bila dosen menasehati atau menegur saya	16	39%	22	54%	3	7%	0	0%	41
b.	15.	Saya merasa dosen memberi nasehat dan teguran dengan baik dan ramah	15	37%	25	61%	1	2%	0	0%	41
8.		**Lecturer's Response**							
a.	16.	Saya merasa dosen memberikan jawaban atas pertanyaan saya dengan baik dan ramah.	16	39%	25	61%	0	0%	0	0%	41
b.	17.	Jawaban dosen membantu saya memahami materi biologi dengan jelas dan baik	20	49%	21	51%	0	0%	0	0%	41
9.		**Students' Response**							
a.	18.	Saya berusaha untuk selalu menjawab semua pertanyaan yang diberikan oleh dosen dengan benar	15	37%	24	59%	2	5%	0	0%	41
b.	19.	Ketika dosen tidak menerima jawaban atau pendapat saya, saya merasa semakin penasaran untuk mengetahui jawabannya.	11	27%	25	61%	4	10%	1	2%	41
10.		**Students' Initiation**							
a.	20.	Saya berinisiatif mengajukan diri untuk mengemukakan pendapat dikelas.	9	22%	23	56%	9	22%	0	0%	41
b.	21.	Saya akan bertanya kepada dosen ketika saya tidak memahami materi yang sedang dijelaskan.	11	27%	26	63%	4	10%	0	0%	41
11.		**Student Ask Question**							
a.	22.	Saya termotivasi untuk bertanya di dalam kelas agar	15	37%	24	59%	2	5%	0	0%	41

		saya dapat mengatasi masalah dalam mata kuliah yang saya hadapi.									
b.	23.	Saya bertanya pada dosen jika ada masalah dalam mengerjakan tugas.	10	24%	18	44%	13	32%	0	0%	41
c.	24.	Saya bertanya pada teman jika masalah dalam memahami penjelasan dosen.	14	34%	25	61%	2	5%	0	0%	41
d.	25.	Saya sering merasa puas dengan jawaban/keterangan yang diberikan dosen terhadap masalah yang saya tanyakan.	17	41%	20	49%	4	10%	0	0%	41
12.		**Peer Response**									
a.	26.	Saya merasa jawaban/respon dari teman terhadap masalah yang saya tanyakan mudah dipahami dan jelas.	9	22%	26	63%	5	12%	1	2%	41
b.	27.	Jawaban teman dapat membantu saya menyelesaikan tugas/soal di mata kuliah berbasis biologi.	8	20%	26	63%	5	12%	2	5%	41
13.		**General Comments**									
a.	28.	Saya ingin mengerjakan yang terbaik dalam mata kuliah yang menyangkut pembelajaran biologi.	20	49%	20	49%	1	2%	0	0%	41
b.	29.	Saya senang belajar biologi.	25	61%	15	37%	1	2%	0	0%	41
∑			472	39%	614	52%	90	8%	13	1%	
X̄			26.5				2.5				

Table 2. The Result of Students' Attitudes Questionnaire Display

From the data above, the students' attitudes are dominated by positive attitude. The data shows that mean score of positive attitude are 26.5, while it is only 2.5 for negative attitude. Then, the sum of the positive attitude percentage is higher than the negative attitude percentage which is 91% over 9%. In addition of questionnaire, this data is supported by interview which is conducted to give further information.

(Excerpt 1, Transcript 7)
"Teman-teman sangat kritis dan aktif juga. Mereka juga banyak menyuarakan pendapatnya, pokoknya aktif banget. Kalau inisiatif kayaknya semuanya inisiatif soalnya kan biasanya dimulai sama kelompok dulu, nah kelompok membuka sesi lalu nanti baru disana deh teman-teman semuanya pada ikut berpartisipasi." (Translation: My peers are critical and active. They are also vocal to their opinions, definitely active. It seems like everyone initiates in the discussion since the group presenter starts the discussion first. So, the group opens the session and then all of my peers will participate the discussion.) (Student B)

(Excerpt 2 Transcript 11)
"Kalau di kelas kami itu mereka semua sangat aktif ya kak, sampai-sampai kami udah buat julukan kayak si paling penambah materi, si paling kritikan, si paling yang suka nanya. Jadi kelas itu emang aktif kali loh kak, serius ini. Kayaknya cuma aku aja yan kurang aktif. Kalau untuk mengambil inisiatif banyak sih kak, kayaknya lebih dari separuh. Nah kalau aku sendiri kadang-kadang sih kak." (Translation: Speaking of our class, all my peers are active even we have made nicknames to us like the one who adds the most, the who criticizes the most, and the one who likes to ask questions the most. Seriously, the class is dynamic. I guess it is just me who is less active. For initiative, I think it is more than half doing initiating even though I am barely taking the initiation.) (Student F)

From statements of student B and F, it showed that the class is active that portrays positive attitude of students. Both students even thought their peers were vocal to their opinions and spoke it up. Even though, to take leading first was needed moderator to keep the dynamic of the class. It is supported by the statement of student D.

(Excerpt 3, Transcript 9)
"Semuanya tergantung pemateri sih kak. Kalau misalkan pematerinya bisa handle kelasnya ya diskusinya kondusif. Tapi ada juga pemateri yang biasa aja nggak ada interaksi. Kalau inisiatif sih kak lebih banyak ngikutin arahan moderator." (Translation: Everything depends on the moderator. For example, if the moderator can handle the class, the discussion will be conducive. But, there is moderator who does not have any interaction. The moderator takes a role for increasing the initiative of students.) (Student D)

Discussion

Based on the findings of the research, lecturers and students took their own role in the classroom interaction. In addition, the researcher found out that each pattern has the different dominant category. *Explaining* is the dominant category for lecturer-student (L-S) pattern (37%), and *Response* is the dominant category for students-lecturer (S-L) pattern (64%), while *Questioning* is the dominant category for student-student (S-S) pattern (24%). The finding is alongside with the research done by Khan & Mumu (2022) showed that *asking questions* is the most commonly used category in lecturer-students interactions, while *response* and *initiation* are commonly used by students. The previous research results indicated that the lecturer has control over the class and is more engaged in delivering materials in the classroom. Next, Ayunda (2021) in An Investigation of EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS) showed that *asking questions, giving direction, and praises or encourages* are the dominant used

by lecturer in the same percentages, while *initiation* is the highest utterance that is spoken by students.

Based on the discussion above, it can be interpreted that the research finding contradicts with previous research results. It is caused interaction in biology classes were led by presentation of different groups for each meeting. Groups presented their materials in English then translate it to Indonesian with the same meaning. After explanation, the moderator led other students to give additional materials, criticizes, and questions. Students showed their responses by participating the group discussion. Most of students preferred to ask questions than others. Asking questions could be considered to check students' comprehension and required them to recall facts (Nasir, Yusuf, & Wardana, 2019). At that moment, lecturer took an action to answer those questions by explaining. Lecturer played a role as a guide of students so they did not answer questions and explain it out of the line. Lecturer mostly explained the material by using English followed by Indonesian. Therefore, less of students had an issue to understand explanations from the lecturer because of some science vocabularies that unfamiliar.

The second researchers' question focuses on "the students' attitudes towards classroom interaction." According to the finding research, it revealed that students have a positive attitude toward classroom interaction. It referred to the result of data analysis collected by using adopted questionnaire and interview. There were 29 positive statements that consists of 91% students chose strongly agree or agree, while 9% of students chose less agree or disagree. The students agreed with the pattern of classroom interaction occurred in classroom. Students showed they have motivation and willingness to communicate (see Table 2). Haddock & Maio (2019) stated that student who has a positive attitude will have a passion and aspiration to maintain their ideas or thoughts independence. In addition, it was supported by interview that revealed they enjoy the interaction in classroom. In the interview, most students stated they did not have a big deal with using English in the teaching and learning process. It is line with that, Febriani, Hayat, & Mesalina (2020) that explained positive attitudes can be based in three parts: Understanding the significance of using English in classroom activities and communication; Being confident in using English in the classroom activities and in communication with classmates and teachers; Using English in the classroom activities and communication with classmates and teachers. It could be viewed by students' confidence in asking questions and respond in English.

CONCLUSION

Based on the research findings and discussion, it can be concluded that nine categories of FIAC appeared in the teaching and learning process: *Accept Feelings, Praise or Encouragement, Accepts or Use Ideas of Students, Asking Questions, Explaining, Giving Direction, Criticizing, Student Talk Response, and Student Talk Initiation.* Therefore, each pattern has the different dominant category in taking place lecturer and students interactions. *Explaining* is the dominant category for lecturer-student (L-S) pattern, and *Response* is the dominant category for students-lecturer (S-L) pattern, while *Questioning* is the dominant category for student-student (S-S)

pattern. Those categories appeared due to students take over the classroom interaction. Therefore, the students agreed with the kind of interaction that occurred in the classroom all this time. Consequently, students showed their positive attitude toward classroom interaction. It can be seen on the mean score of questionnaire that showed 91% students chose the positive optional.

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