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Submission date: 09-Mar-2021 05:58PM (UTC-0800)

Submission ID: 1527271977

File name: Fajar_Kresno_Alwiyono_ETJ__APA_Style.docx (58.79K)

Word count: 5184

Character count: 27887

Exploring Online Classroom Interaction Pattern: Students' Perception of Online Classroom

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Article Info

Article history:

Received

Revised

Accepted

Keywords:

Classroom Interaction

IRF

Online Classroom

Students' Perception

ABSTRACT (10 PT)

In this Covid-19 Pandemic situation, teaching and learning process has different mode. Recently, teaching and learning has been done by online mode. In Indonesia, most of the teacher uses WhatsApp application as their main platform to be a bridge for teaching and learning. However, the teacher needs to use the other platform to assist the students especially in learning English. This research tried to investigate the online classroom interaction and the students' perception toward online classroom interaction. Classroom interaction became a vital thing for the students in developing their English skills. This research used qualitative method for interpreting the data. From the findings, it showed that IRF strategy was used by the teacher. Furthermore, teacher – whole classroom, and teacher – student interaction also happened in the finding of the research. Moreover, the students here had good perception toward online classroom interaction. Yet, they felt that offline meeting was also important. Hence, the students hoped that it could be done balance between online and offline classroom. Besides that, even the students claimed that they prefer online classroom, yet there were some challenges that students faced such as insufficient internet data, unstable signal and crowded written platform.

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1. INTRODUCTION

Today, the teaching and learning are on different mode as usual. The teacher and the students should evolve for this current situation. Even though the teaching and learning process is on different mode, both teacher and students should run classroom without exception. Discussing about current situation, Indonesia government tries to maintain the teaching and learning process by giving free internet data for connecting both teachers and students. Therefore, the classroom still be held through online mode. The fact that the teachers and the students get free internet data. However, there are many classroom that cannot be maximized by the teacher. Preliminary study is done by asking some students around about their online classroom. The result shows that most of the students have their online classroom only through WhatsApp application. This is so unfortunate because the teachers do not run the classroom with any other method such as Google meet or Zoom application.

Establishing the interaction between the teachers and the students is needed. Even if the teacher uses WhatsApp application as their main platform in teaching. It can be said the teacher having the interaction with their students in written form. If the teaching and learning process is done through only WhatsApp application, do not the students feel bored? Thus, the teachers need to keep in touch with their students in different platform such as Google meet or Zoom. Hall & Verplaetse (2000) states that in the interaction between teacher and students that discuss of learning topic creating practical activity that can help the entire classroom keep their attention on it. Besides that, that activity can construct both form and content of the target language. From the

explanation above, without the students realize about the discussion between the teacher and the students, it can produce a good activity that helps to achieve the goal in target language.

According to Chai (2015), there are some issues in the classroom interaction. Those issues such as passive students, not really having interaction and the interaction do not cover all of the students in the classroom. Those issues can be covered if the teacher pay more attention to their students' problem especially in classroom interaction. To know the students' problem, as the teachers, they can ask about their students' perception toward their online classroom. It purposes to investigate the other possibility problem in the classroom except those are already found by Chai. Moreover, in Chai research and this current teaching and learning is different. Hence, it much better to explore about the perception to know the students' problem in online classroom interaction.

Although there are some issues in classroom interaction, it does not make that the teacher and the students have to avoid it. Classroom interaction is important to help the students building communication in the classroom. Kramsch (1986) claims that to help the learners' communication competence, the learners need to be given the opportunity to have discussion, to get feedback, to ask for explanation and to initiate a communication. Besides that, Rivers (1987) states that the classroom should be balance, the teacher should not dominate one way talking, the teacher should cooperative and give the students chance to start the discussion. Therefore, the teacher can construct the students' speaking skills by employing classroom interaction. Moreover, building a good classroom environment is not easy, the teachers have to prepare their class well and they have to give their students chance to initiate the communication about the topic of learning.

In this current situation, the classroom interaction is actually different as before interaction. Nowadays, both the teacher and students keep their interaction by having online classroom. Hence, this paper tries to look out the interaction in online classroom such as in WhatsApp and Google Meet. This is done to know how the current online teaching and learning situation without any exception. Furthermore, this paper would like to investigate both the teacher and the students' perception about the classroom interaction which one by online interaction. Chen (2003) states that the perception of someone especially students or teacher can be used to improve the teaching and learning process. Students' point of view can be considered by the teacher, after that the teacher make some adaptations in the classroom. Hence, to make it easy, the purposes of the paper would like to answer the research questions (1) How is the classroom interaction employed in online classroom? (2) How does the students perceive toward online classroom interaction?

Classroom Interaction

Having good communication and interaction in the classroom is important both for the teacher and the students. Besides that, interaction has significant roles especially in language classroom. Many definitions of classroom interaction, one of them is a two way process between the teacher and the learner in teaching and learning process (Dagarin, 2004). Furthermore, Hall & Verplaetse (2000) claims teacher and students interaction create a good discussion that can help the students in understanding the topic especially achieving the goal of learning the form and the content of language. Therefore, classroom interaction can be said an important thing in the classroom because it can create good atmosphere to achieve the goal of learning language.

Participant of Classroom Interaction

There are some participants who have the interaction in the classroom. Dagarin (2004) states that there are five kinds of interaction such as:

- 1) Teacher – Learners
- 2) Teacher – Learner/A group of learners
- 3) Learner – Learner
- 4) Learners – Learners

The first interaction is teacher and learners. The first category based on the participant could happen when the teacher interacts with the whole classroom at that time. The teacher deliver the idea to the all of students. This interaction save the time because the teacher can express the idea about a topic at the same time. The teacher here can be a good role model for the students. The teacher gives a good example about a structure or vocabulary to the students. After that, the students can imitate the good example from the teacher into the other sentence that comes from the students' utterance.

The second formation is teacher and a learner or a group of learners. Here, when the teacher tries to interact with an individual learner or some students. So, the teacher communicates only with one or some students in the classroom. This type of interaction sometimes is employed to evaluate a student. This type of interaction also can be used for informal conversation to start the lesson.

The third interaction is learner and learner or sometimes it is called pair work. The teacher gives a task for the students and then the students have to do it in a pair. In this pair work, the student can interact with the other student. The teacher here becomes an adviser to assist the pair work group when they face some obstacles in finishing the work. Then, the students can share their idea after having a pair work.

The last arrangement is learners and learners. It can be said group work. When the teacher divides the classroom into some groups and the teacher gives them assignment in group work. After that, the teacher gives an individual assignment to check the students' understanding after discussing in the group. The teacher here is as consultant to evaluate the students' comprehension about a certain topic after discussing in group work.

Pattern of Classroom Interaction

There is a pattern in classroom interaction. The pattern is called IRF. Malamah (1987) states that IRF here stands for initiate, respond and feedback. Initiate here means expression of the speaker's idea about a certain topic discussion in the classroom. Then, respond defines as expression of responding toward the first speaker's initiation and the respond is related to the topic before. While Feedback is detail information from the agent to give better understanding for someone's competence. This IRF pattern has flexible features, thus the teacher can reuse the various structure. Besides that, in the feedback pattern, the teacher can use different kind of feedback according to the goal.

Students' Perception

Every different person has their own perception, one person will have different point of view about a certain topic. Talking about perception, Langton (2015) defines perception as a fusion of mental representation toward a detail phenomenon. Knowing the students' perception is a really pleasure for the teacher. Chen (2003) also states that the students' point of view assists the teacher to assess the effectiveness of the teacher's program in the classroom. Moreover, the teacher can make a good improvement in the next or future meeting activity, interaction or feedback. Therefore, it can be said that acknowledge the students' perception will help the teacher evaluate the teaching and learning process in the classroom.

There are many research about classroom interaction. One of them is Ramli & Yohana's research (2018). In their research, the result shows that the interaction can help the students in encouraging in the teaching and learning process. Moreover, it also develops their skills and help them to know about democracy value in the classroom. The students also have a good perception toward it. They feel that it can help them in learning language like when their friend makes a mistake, the other students' will notice it and try to avoid the same thing. Furthermore, the students feel enthusiasm in the interaction of classroom than the teacher only talks in a one way. So, knowing the students' perception is vital thing, it can show the teacher about their teaching and then the teacher can have a refinement of their teaching. In the present research, it tries to investigate the interaction of online classroom and the current perception about the online classroom interaction.

2. RESEARCH METHOD

In this paper, the research uses qualitative research. Qualitative research means that an interpretation of a detail condition and it may implement some methods in natural setting (Ary, et.al, 2010). The qualitative research here is used to investigate the classroom interaction. The researcher here conducts the research during the second semester of 2020/2021 academic year. The research is conducted in senior high school Al-Azhhar, Gresik. The participants are the students of twelfth classroom.

Online observation is used to obtain the data on how is the classroom interaction employed in online classroom. Online observation is chosen because the classroom right now is done in online mode. To avoid the spread of Corona virus, the school prohibits both the teachers and students having activity in offline classroom. Thus, the classroom here is held online and it is the reason behind the online observation.

While to know the students' perception, opened and ended questionnaire is selected by the researcher to answer the second research question. The closed questionnaire contains eight statements that the students need to respond while the opened questionnaire consists of three questions that need to be answered. The statements are related to classroom interaction in online classroom while the opened questionnaire is about the students' preference and challenge of online classroom interaction. It is used because it is simple for the students to answer the statements and questions. Besides that, the questionnaire uses liker-scale to categorize the students' respond. There are three name of scales such as strongly agree, agree, neutral, disagree and strongly disagree. Furthermore, the purpose is to know advantage and disadvantage of online classroom interaction, preference and the challenge in conducting an online classroom.

3. FINDINGS AND DISCUSSION

3.1 Findings and discussion of classroom interaction employed in online classroom

After getting the data from the research instruments including online observation and questionnaire. Then, the next step is analyzing the data in order to draw the objective and conclusion of the research. The purpose of this result and discussion here are to answer the research questions. There are two research questions that need to be answered. The first it to answer how is the classroom interaction employed in online classroom and then How does the students perceive toward online classroom interaction.

In online observation, the researcher joined to the classroom on WhatsApp group. The researcher joined the classroom for two meetings. WhatsApp application here seem to be the main platform for the teacher and the students. However, the teacher did not only use WhatsApp but the teacher also used the other platform such as Google Meet. Before going to explain about the material, the teacher checked the attendant list. Furthermore, the material of the classroom at that time was a passive voice. After that the teacher gave explanation about passive voice. The teacher also gave stimulation with an initiation in early explanation by asking "anyone knows how many patterns for passive voice?"

Table 1. Example of classroom interaction

| Teacher | Student |
|--|--|
| (1) Teacher: Anyone knows what is passive voice? (I) | (2) Student: Kalimat Pasif, sir (Passive Sentence, sir) (R) |
| (5) Teacher: Okay, good job class (F) | (3) Student: Kalimat pasif mister (Passive sentence, mister) (R) |
| | (4) Student: The opposite of active voice sir (R) |

Table 2. Example of classroom interaction

| Teacher | Student |
|---|------------------------------|
| (1) Teacher: Next question, how many patterns in passive voice? (I) | (2) Student: 12 patterns (R) |
| (5) Teacher: Okay, nice try class. The right answer is 9 (F) | (3) Student: 8 patterns (R) |
| | (4) Student: 16 patterns (R) |

Those are the examples of teacher's initiation in the classroom, in the first meeting the teacher tried to encourage the students in the teaching and learning process by initiating the questions. The number here shows how the interaction happened, number 1 means it is the first dialogue from the speaker, and then number 2 and so on and so forth. In those table 1 and 2 shows that the teacher tries to engage the whole classroom to respond the teacher's utterance. Furthermore, the interaction is teacher – whole classroom. Besides that, there is IRF pattern that appears in the interaction. The first meeting of passive voice material, the teacher still dominate the classroom because he should guide the teaching and learning process. Thus, the teacher tries to encourage all of the students in the classroom to express their idea even though the answer is not accurately correct.

Table 3. Example of classroom interaction

| Teacher | Student |
|--|---|
| (2) Teacher: It is used when we want to focus attention on something affected by an action. For example, the ball is kicked by Messi (R) | (1) Student: Sir, What is the purpose of passive voice? (I) |
| (4) Teacher: Okay, good. (F) | (3) Student: Oh ok, sir. I understand (R) |

Table 4. Example of classroom interaction

| Teacher | Student |
|---|---|
| (1) Teacher: Before we continue for further explanation. Can anyone help me to change this to passive voice? Father buys a new shirt. (I) | (2) Students: A new shirt is bought by Father (R) |
| (3) Teacher: Very good guys. (F) | |

The teacher occasionally did not start the interaction first but it can be seen that the student also started initiating something related to the topic. The teacher here also gave a respond to the student's initiation. In the table 3 shows that the student little bit interesting about the topic and initiating the question to the teacher. It is a good start if one student is brave to ask something to the teacher. After that, the teacher still dominance the classroom by giving question.

Table 5. Example of classroom interaction

| Teacher | Student |
|--|------------------------|
| (1) Teacher: Please, read the file that I already sent it to WhatsApp group (I) | (2) Students: Now? (R) |
| (3) Teacher: Yes, of course. It is better for you to read carefully and pay attention on different type of passive voice.(F) | |

Table 6. Example of classroom interaction

| Teacher | Student |
|---|--|
| (1)Teacher: Any questions? (I) | (2)Students: When do we need to submit the assignment from your file sir?(R) |
| (3)Teacher: Okay, you can submit it next meeting. Then don't forget to rewrite all of the passive voice formula in your book. Give your signature in your rewriting and send me the picture. Submit it into once folder to your classroom's chief (F) | |

The teacher just gave notes and assignment for the next meeting of 7 can be said as a homework. The teacher gave clear explanation about the next meeting assignment and after that the teacher closed the meeting. The students also asks the teacher about the assignment for the next meeting.

In the next meeting, the teacher used Google Meet to have a classroom. When the researcher joined WhatsApp group, the teacher gave a link that was connecting to the google meet. The teacher checked the attendant list for a couple minutes. The teacher looked like more attractive when he used Google Meet to have a classroom. The teacher triggered the students about the last meeting material. Besides that, the teacher also integrated Google meet and Microsoft Excel. The teacher tried to put the students' answer in Microsoft Excel.

Table 7. Example of classroom interaction

| Teacher | Student |
|---|--|
| (1)Teacher: Oke, Number 2. This important email has been sent by my secretary. Anida, what is the sentence, passive or active? (I) | (2)Students: Passive voice (R) |
| (3) Teacher: So, we need change it into? (I) | (4) Student: Active voice (R) |
| (6) Teacher: Nice answer (F) | (5) Student: My secretary has sent the important email (R) |

Table 8. Example of classroom interaction

| Teacher | Student |
|--|--|
| (1) Teacher: Oke Aisyah, please number 3. We will be visiting our grandmother next week. (I) | (2)Student: Our grandmother will be being..... (R) |

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- (3) Teacher: yes, double! be being (F) (4) Student: visited by us next week (R)
 (5) Teacher: Sipp. (F)

Table 9. Example of classroom interaction

| Teacher | Student |
|---|---|
| (1) Teacher: We continue to the next question. Please Aisyah, point one of your friend. (I) | (2) Student: Yunika (R) |
| (4) Teacher: Yes, Number four is easy. (R) | (3) Student: Me? (R) |
| (6) Teacher: Oke it is Cancelled not cancel (F) (try to fix how to pronounce cancelled) | (5) Student: Because of fog, all flights were cancelled (R) |

Those are some examples of classroom interaction. In the second meeting of passive voice material, the teacher did more interaction to an individual student. Looking the first meeting, the teacher tried to explain more because of it, the teacher decided to interact to the whole class rather than a student. After the students had good understanding about the material, the teacher considered to talk with a single student. In second meeting, it can be seen that the students have more engagement in teaching and learning process. The teacher here only control the students' activity by continuing the question or statement by the students.

3.2 Findings and discussion of students' perception of classroom interaction employed in online classroom

There are some statements that the students need to be answered. Even it is qualitative students' the number in the questionnaire is needed to help the researcher for interpreting the data. This is the finding in students' perception of classroom interaction

Table 10. Students' questionnaire of classroom interaction in online classroom

| NO | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | I like having conversation in online classroom | 3 | 11 | 8 | 0 | 0 |
| 2 | I don't care about my friend's utterance | 0 | 0 | 5 | 14 | 3 |
| 3 | I always listen to the teacher's talk | 7 | 13 | 2 | 0 | 0 |
| 4 | Teacher's interaction motivates me to speak | 2 | 10 | 10 | 0 | 0 |
| 5 | I afraid and feel shy when I start a conversation | 0 | 2 | 9 | 8 | 3 |
| 6 | I feel confident to speak even my grammar is not good enough | 3 | 14 | 5 | 0 | 0 |
| 7 | My teacher speaks too fast | 0 | 1 | 5 | 12 | 4 |
| 8 | I understand the meaning when my teacher is speaking | 3 | 11 | 5 | 3 | 0 |

In the opened questionnaire, most of the result shows that the students' perception toward classroom interaction is good. Students like having conversation in the classroom, it shows that they need interaction with their teacher or even their friend in the classroom. Second, as many 13 students appreciate their friend, when one of their classmate expresses idea in the classroom. Third, most of the students always listen to what their teacher speaks in the classroom. Besides that, more than half from the whole students in the classroom agree about teacher's interaction in the classroom motivate them to speak or replying the teacher's idea. From the questionnaire, it tells us that the students do not feel shy or afraid when they want to express their idea about a certain topic. In fact, as many 17 students have well confident to speak in the classroom even though they occasionally makes mistake in grammar. The last two statements shows us that most of the students do not have problem with the speed of the teacher's speaking or understanding the teacher's utterance.

Besides closed questionnaire, the researcher also uses opened questionnaire. The opened questionnaire asking about their preference about online or offline classroom. The result reveals that most of the students actually like both online or offline. Even though the like online teaching but they still need offline teaching as their main way for learning. As we all know the condition of nowadays prevent us for going to school or holding a classroom in the school. Furthermore, the students also reveals that they feel comfortable with oral classroom interaction rather than the written one. The reason of preferring the oral interaction such as the students can have intense communication with the teacher, then it is also having clearer explanation. Yet, some of the students also prefer written because it does not cost much internet data. For the last opened question, it is about their challenges in conducting online classroom. Many students state that they do not sufficient internet data for many online classroom especially using zoom. Then unstable signal also becomes a problem because it is disturbing the learning process. Then last challenge when they have written discussion on WhatsApp, sometimes they feel it is crowded when there are a lot of chatting messages. That is why, the students cannot follow the classroom well.

Going into discussion, there are many interactions that happen in the classroom. The findings reveals that there are IRF Pattern in online classroom interaction. It is the same result as Saswati's research (2018), that the teacher uses IRF pattern. Besides that in the first meeting the teacher here focuses on explaining the material. Therefore, the teacher interacts to the whole classroom rather than to an individual student. In Atmojo et.al research (2020) tells us that interaction to the whole classroom is needed because the teacher wants to explain the material. Besides that, the teacher also tries to make the students remembering the most important aspect by delivering feedback. Moreover, teacher's talk also encourage the students to engage in teaching and learning process (Ramli & Yohana, 2018). Further information from findings shows that to having good exercise in certain material, the teacher interacts with one student. It purposes to make the students implement their knowledge about passive voice. Besides that, speaking in the classroom also trains their speaking ability without themselves realizing it. Making a good interaction in the classroom is not easy. Dagarin (2004) claims that when student and student start the conversation, it may encourage the other students to express their idea. It can be said that it makes the classroom more alive. Thus, the interaction in the classroom is really important especially in this current situation; online teaching and learning.

Most of the students' perception toward online classroom interaction is showing positive vibe. Most of the students enjoy when they have quality conversation in the classroom regarding a certain topic. It also can be found in Ramli & Yohana's research (2014), she telling that students feel happy and like the interaction in the classroom. When the students are willing to talk, it makes the teaching and learning process becoming alive and more attractive for the other students. Besides that, they also pay attention their friend and teacher who are talking in the classroom. It has similar result with Nuryani et.al research (2018), that the students give their attention to understand the material and the discussion. Without the other students realizing, when a teacher starts to raise an issue, the students also want to give the other point of view or respond into the issue. As many 12 students agree with it. After that, the students here agree that they feel confident and have no issue with anxiety or ashamed to speak even sometimes they makes some mistake when constructing a sentence. In Saswati's research (2018) the phenomena such a thing, it also happens, the students do not worry about the grammar and they have willingness to speak in the classroom. Furthermore, the students tells us that there is no problem with the teacher's speed of speaking when teaching and then it reveals that three students have an issue because they sometimes cannot understand with their teacher's utterance. Hence, the teacher should give some treatment for those three students for understanding the meaning of the sentence.

In the opened questionnaire, it shows that most of the students prefer having offline classroom but they also like online classroom. In this case, the students want to have offline classroom as their main activity while the online classroom is just a supporting activity. This result have the similarity with Al-Omari & Salameh's research (2012) which that the students want have balance online and offline classroom. Even the students like online classroom yet the students feel that offline classroom is more important because there is more interaction there. Then the result of this research has the same as Saswati research (2018), the students reveals that they preferring the oral interaction because the students feel more intense in communication and

clearer explanation from the teacher. The challenge of online interaction such insufficient internet data, crowded discussion on written platform

Many students state that they do not sufficient internet data for many online classroom especially using zoom. Then unstable signal also becomes a problem because it is disturbing the learning process. Then last challenge when they have written discussion on WhatsApp, sometimes they feel it is crowded when there are a lot of chatting messages. That is why, the students cannot follow the classroom well. The similar challenge also found in Zboun and Farrah research (2021). After knowing the students' perception, the teacher or the school can conducts the better future meeting classroom. The teacher can make some rules when the teaching and learning process on written platform to avoid the crowdedness of the classroom. Then, the government should have a good policy to overcome this problem about the offline and online classroom. It purpose keeping the balance between the offline and online classroom. The stakeholder have to tell that the teacher and students should have oral and written classroom as well, for avoiding boring classroom.

4. CONCLUSION

The teacher here has done something good, the teacher provides both written and oral meeting. This happens to avoid the boringness of the classroom. The teacher also implement good strategy in encouraging the students in learning process. The strategy in the first meeting, the teacher tries to engage the whole classroom to interact and the teacher also tries to get the students attention to what the teacher explained in the class. Next, in the second meeting the teacher lets their students to practice to what they learned in the classroom by encouraging them in teacher and student situation. Furthermore, to make the teaching and learning better, the teacher should pay attention to students' perception such as crowded written classroom. For the further researcher, they can conduct the research about classroom interaction but they should classified it into written or oral interaction. Those are important to investigate because it would have different interaction between written and oral interaction.

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