



An Analyzing Teacher's Interactional Strategies in Classroom Discourse: A Study at MAS Hidayatul Quran Puding Besar

Hairul Hairul^{1*}, Rahma Aini² 

^{1,2} English Education Department, Universitas Muhammadiyah Bangka Belitung, Pangkalpinang, Indonesia

E-mail addresses: hairul@unmuhbabel.ac.id (Corresponding Author)

ARTICLE INFO

Article history:

Received May 30, 2026

Revised June 06, 2026

Accepted June 08, 2026

Available online June 13, 2026

Kata Kunci :

Interaksi, Strategi Interaksi, kontribusi siswa

Keywords:

Interaction, interaction strategy, student's contribution

ABSTRAK

Interaksi memainkan peran penting dalam mendukung pembelajaran bahasa, terutama dalam mengembangkan interaksi kelas siswa. Studi ini bertujuan untuk menganalisis strategi interaksi guru dalam wacana kelas di MAS Hidayatul Quran Puding Besar. Pesertanya adalah seorang guru Bahasa Inggris dan 26 siswa Kelas XII IPA (Ilmu Pengetahuan Alam). Data dikumpulkan melalui observasi kelas selama 2x45 menit untuk 2 pertemuan dan dianalisis menggunakan Kerangka SETT Walsh (2006). Studi ini menggunakan pendekatan kualitatif untuk menginterpretasikan wacana kelas dan pendekatan kuantitatif untuk menggambarkan frekuensi strategi. Hasilnya menunjukkan bahwa guru menggunakan strategi interaksi Display Question, Teacher Echo, dan Extended-teacher Turn sebagai yang paling sering digunakan. Extended-learner Turn, Confirmation Checks, Content Feedback, dan Seeking Clarification adalah strategi interaksi yang digunakan sesekali. Temuan ini menunjukkan bahwa guru perlu menggunakan lebih banyak strategi interaksi untuk mendorong respons yang lebih panjang dan percakapan kelas yang bermakna.

ABSTRACT

Interaction plays an important role in supporting language learning, especially in developing students' classroom interaction. This study aimed to analyze the teacher's interactional strategies in classroom discourse at MAS Hidayatul Quran Puding Besar. The participants were one of English teacher and 26 students of Grade XII IPA (*Science*). The data were collected through classroom observation during 2x45 minutes for 2 meetings and analyzed by using Walsh's (2006) SETT Framework. The study used a qualitative approach to interpret the classroom discourse and a quantitative approach to describe the frequency of strategies. The result showed that the teacher performed interaction strategies Display Question, Teacher Echo, and Extended-teacher Turn as the most frequently used. Extended-learner Turn, Confirmation Checks, Content Feedback, and Seeking Clarification were interaction strategies occasionally used. These findings imply that the teacher needs to use more interactional strategies to promote longer response and meaningful classroom talk.

1. INTRODUCTION

Developing students' communicative competence in English remains a significant challenge in the Indonesian EFL context. This situation is different from countries where English functions as a second language. The countries that consider English as a foreign language rarely use English as a medium of instruction and communication among people. English is mainly learned through formal education in schools and informally in private language courses. As a result, students mostly depend on classroom instruction to improve their English skill, although their time in classroom is limited. This is one of factors that influences development of teaching-learning English in Indonesia from elementary level until university level of education. The students do not have much opportunity to develop their competence outside of the classroom because English is not a main device for communicating in their life activities (Andewi & Putri, 2025; Nurchalis, Nurhamdah, Bakoko, & Afdaliah, 2022). Meanwhile, learning language will be more effective if the students have a chance to practice their English directly in communication (Sidik, Wahyu Utom, & Juniard, 2021). In addition, recently based on the communicative language teaching point of view, the primary insight of language can be learned a tool for communication rather than memorizing sets of phonological, grammatical and lexical items (Nunan, 2004). It indicates that language is learned more effectively when students are involved actively in meaningful interaction, negotiation of meaning, and purposeful communication.

In this context, classroom interaction is an important space for students to practice English communicatively. Interaction in language learning will be more effective when a social environment is formed through classroom interaction at the schools (Shawaqfeh, Jameel, Al-Adwan, & Khasawneh, 2024). EFL students are able to interact with their teacher and classmates in meaningful ways through classroom interaction and this interaction provides opportunities to use the target language in real communication. (Illes & Akcan, 2017) argued that teachers should bring real-life language into classroom to create classroom interaction. Teachers are able to encourage off-task conversation to create students' interaction opportunity occurring naturally in the classroom. The quality of language use should be sustained in interaction and communication to develop students' skill. (Brown, 2001) defines that interaction is the heart of communication. It means learning the target language through interaction is learning to communicate in English. In line with this view, (Ellis, 2003) points out that interaction provides comprehensible input and negotiation of meaning, both of which are crucial for second language acquisition.

Classroom interaction is expected to provide opportunities for students to practice English. However, classroom discourse in many Indonesian EFL classes is still controlled by the teacher. Many English teachers model teacher-centered learning practices by spending the majority of their class time explaining material to the class (Abdusyukur, Sudana, & Muslim, 2020; Nursehag & Amalia, 2024; Ondoy, Rachmatia, Suharjono, & Novia, 2024). As a result, interaction between students is often limited, and teacher-student interaction is largely controlled by the teacher. In this situation, students often become passive participants. They rarely initiate interactions with the teacher or their classmates and tend to provide short answers. Limited class participation can be seen in one-word responses, whispered answers, silence, and minimal contributions (Walsh, 2011).

This issue also relates to the interaction patterns that characterize EFL classrooms. In the teaching and learning process, teachers use English as the medium of instruction, but often switch to Bahasa Indonesia to make explanations easier to understand. Although students are expected to use English in classroom communication, their speaking opportunities are often limited by traditional interaction patterns such as the Initiation-Response-Feedback cycle and demonstration questions. (Aprina & Andriyanti, 2020) found that teachers asked more demonstration questions than referential questions, thus limiting students' opportunities to produce longer answers. Similarly, (Sundari et al., 2017) found that teacher-whole-class and teacher-front-of-class interactions dominated classroom discourse; while student-student interactions occurred less frequently. Therefore, students may have fewer opportunities to produce natural, lengthy, and spontaneous utterances.

Therefore, teachers need to effectively manage classroom interactions. (Walsh, 2006) revealed that students should be given opportunities to engage in interactions, while teachers have the responsibility to maintain classroom discourse. Thus, teachers not only deliver material but also create interactive spaces for students to express ideas, clarify meanings, and respond more actively. Interaction strategies such as open-ended questions, requests for clarification, confirmation checks, scaffolding, content feedback, and longer learning turns can help students engage in classroom communication in a more meaningful way. Moreover, the teachers give students more speaking in the classroom and use strategies such as open-ended questions or pair discussions, students' participation and fluency increase significantly (Putri, Vianty, & Silvhiyani, 2021; Sundari et al., 2017). In other words, meaningful interaction in the classroom depends not only on students' willingness to speak but also on teachers' ability to manage interaction. By providing students with more opportunities to speak, teachers help them practice English and gain confidence in using it in real-life communication. Therefore, successful classroom interactions depend not only on students' willingness to speak but also on teachers' competence in managing classroom discourse.

The use of English in meaningful situations provided by effective classroom interactions can contribute to the development of students' communicative competence. Through interactions, students gain practice in expressing their ideas, responding to others, asking for clarification, and negotiating meaning. These activities are crucial because communicative competence is developed not only by understanding grammar and vocabulary but also by using language appropriately in communication. Teacher interaction strategies in EFL classrooms are crucial because they can increase students' opportunities to speak and reduce excessive teacher dominance. (Putri et al., 2021) asserted that classroom activities that provide more speaking opportunities can increase student participation and fluency. Therefore, by managing classroom interactions effectively, students will have more opportunities to improve their language skills and communicative performance.

Previous researches have discussed classroom interaction patterns, teacher talk, and IRF cycles and the use of display questions in EFL classrooms. However, many of these studies mainly show the dominant interaction patterns, but they fail to directly dig deeper into teachers' use of interactional strategies to maintain classroom interaction and promote students' oral participation. Therefore, the studies of teacher

interactional strategies in a particular classroom context of senior high school are still needed to provide a more contextual understanding of the interaction in the real teaching practice. Based on this research gap, the current study aims to investigate the interactional strategies and their influences used by an English teacher to promote classroom interaction among Grade XII IPA students at MAS Hidayatul Quran Puding Besar. This study provides insight into the teacher's role in handling classroom interaction, providing opportunities for students to talk and encouraging meaningful interaction in the teaching and learning process.

2. METHODS

Research Design

This study used a qualitative analysis of classroom discourse with descriptive statistics. Classroom discourse analysis was considered appropriate because it focused on language use, teacher talk, and interactive actions between teachers and students during English teaching and learning activities. The main objective of this study was to determine the types of interactive strategies used by teachers and to interpret how these strategies contributed to classroom interactions.

Although this study was largely a qualitative study, basic quantitative analysis was used to support data interpretation. (Cresswell, 2014) pointed out that although the study was mostly qualitative, but simple quantitative data were employed to support the research objectives of this study. In order to identify dominant and less dominant strategies, the frequency and percentage of teachers' interactive strategies were calculated and presented in tables. Therefore, the quantitative data were not used as an independent quantitative research design, but as descriptive statistical support for the qualitative classroom discourse analysis.

Research Setting and Participants

The research was conducted at Madrasah Aliyah Swasta (MAS) Hidayatul Quran Puding Besar. The participants of this research were taken from one English teacher and students from Grade XII classes, namely XII IPA (Science) class. The total number of students involved in this study was 26 students from Grade XII IPA. The class was selected because it represented a natural English classroom setting where teacher-student interaction occurred during the teaching and learning process.

These participants were selected because they are directly involved in English classroom interaction and thus can provide relevant data to answer the research questions. The English teacher was chosen because he had taught English class and was anticipated to have enough experience in managing classroom interaction. Participants were chosen using purposive sampling. The purposive sampling was used because qualitative research requires the researchers to choose participants who can give rich and relevant information related to the research problem. It is due to "the idea behind qualitative research is to purposefully select participants that will best help the researchers realize the problem and the research question" (Creswell, 2014).

Ethical Considerations

The researcher obtained permission from the school and the English teacher before data collection. Participants were informed about the purpose of the study, the observation process, and the use of audio recordings. Their participation was treated ethically, with confidentiality and anonymity. In transcription and analysis, teachers were coded as T, individual students were coded as S1, S2, S3, and so on, and the students' collective responses were coded as Ss. The data were used for research purposes only.

Instruments of Data Collection

Data collection instruments were classroom observation, audio recording, field notes, observation guide and classroom interaction transcripts. Classroom observation was employed to directly observe the teaching and learning process, especially the interaction between teacher and students. Conversations were audio recorded in order to transcribe and analyze the classroom discourse accurately.

Field notes were used to record important classroom events that could not be fully captured by audio recording, such as students' participation, classroom atmosphere, non-verbal responses and teacher classroom management (Chand, 2025). An observation guide was also used to focus the observation on relevant aspects of classroom interaction such as teacher talk, student responses, questioning patterns, feedback, turn-taking, clarification, repair and opportunities given to students to speak. The data for analysis was mainly transcripts of classroom interaction. The transcripts were analyzed for the teacher's interactional strategies based on Walsh's SETT framework.

Data Collection Procedure

Data were obtained through direct classroom observations. The researcher was a non-participant observer in the English classroom (Sugioyono, 2017). This means that the researchers did not take part in the teaching and learning activities but only observed, recorded and took notes of the classroom interaction.

The observation was conducted in two meetings, and each meeting lasted approximately 2×45 minutes. Although the number of observations was limited to two meetings, the data were considered sufficient for this focused classroom discourse analysis because the study did not aim to generalize findings to all EFL classrooms. Instead, it aimed to examine the interactional strategies used by one English teacher in a specific classroom context. The two meetings provided naturally occurring classroom interaction and produced sufficient transcript data for identifying and interpreting the teacher's interactional strategies.

During the observations, classroom interaction was recorded using an audio recorder. At the same time, field notes were written to document relevant classroom events. After the observations, the recordings were transcribed into written classroom interaction transcripts. The transcripts included teacher utterances, student responses, and interactional sequences that occurred during the lessons. The transcripts were then compared with the field notes to ensure that the classroom interaction was represented accurately.

Data Analysis

The data were analyzed based on Miles and Huberman's model (Miles, Huberman, & Johnny Saldana, 2014). In qualitative research, they divided the process of data analysis into three steps consisting of Data Reduction, Data Display, and Conclusion Drawing/Verification. In addition, the teacher's interactional strategies were analysed through (Walsh's, 2006) Self-Evaluation of Teacher Talk framework (SETT). The framework was used to identify the types of interactional strategies used by the teacher in classroom discourse. The analysis focused on some interactional features such as scaffolding, direct repair, content feedback, extended wait-time, referential questions, display questions, seeking clarification, confirmation checks, extended learner turn, and teacher echo. Each utterance was examined based on its function in the classroom interaction.

Data Reduction

In this step, the researchers transcribed the teacher-student interaction from the voice recorder. After that, the transcript was divided using interactional sequences. Each speaker received a code. T was the code for the teacher, S1, S2, S3 for individual students, and Ss for the collective student responses. Then the researcher decided the utterances that had teacher interactional strategies. Analysis did not include irrelevant classroom talk that was not related to the focus of this study.

Data Display

During the data display stage, the teacher utterances that were identified were classified following (Walsh's, 2006) SETT framework. Each utterance was coded with regard to the type of interactional strategy it displayed. The coded data were then tabulated to indicate the types, frequency and percentage of each interactional strategy. Frequency and percentage were used to support the qualitative interpretation. The numerical data helped the researchers to identify the dominant strategies and the strategies that occurred rarely during classroom interaction.

Conclusion Drawing/Verification

In the conclusion drawing phase, the researchers interpreted the results in accordance with coded data, frequency distribution, and classroom context. The researchers also analyzed how the teacher's interactional strategies shaped classroom discourse and how they provided or limited students' opportunities to participate.

The coding results were reviewed and peer-validated to increase confidence in the analysis. The coding was reviewed by a reviewer with experience in classroom discourse analysis. Any discrepancies in interpretation were discussed until a consensus was reached. This procedure was used to reduce researcher bias and increase the reliability of the coding process.

3. RESULT

This section presents the results of the analysis of teacher interaction strategies in the classroom. Classroom interaction transcripts were analyzed using Walsh's (SETT) framework. The analysis focused

on categorizing the types of interaction strategies used by teachers and their frequency. 126 teacher's interactional strategies were identified from the classroom transcripts. Figure 1 shows the frequency and percentage of each strategy.

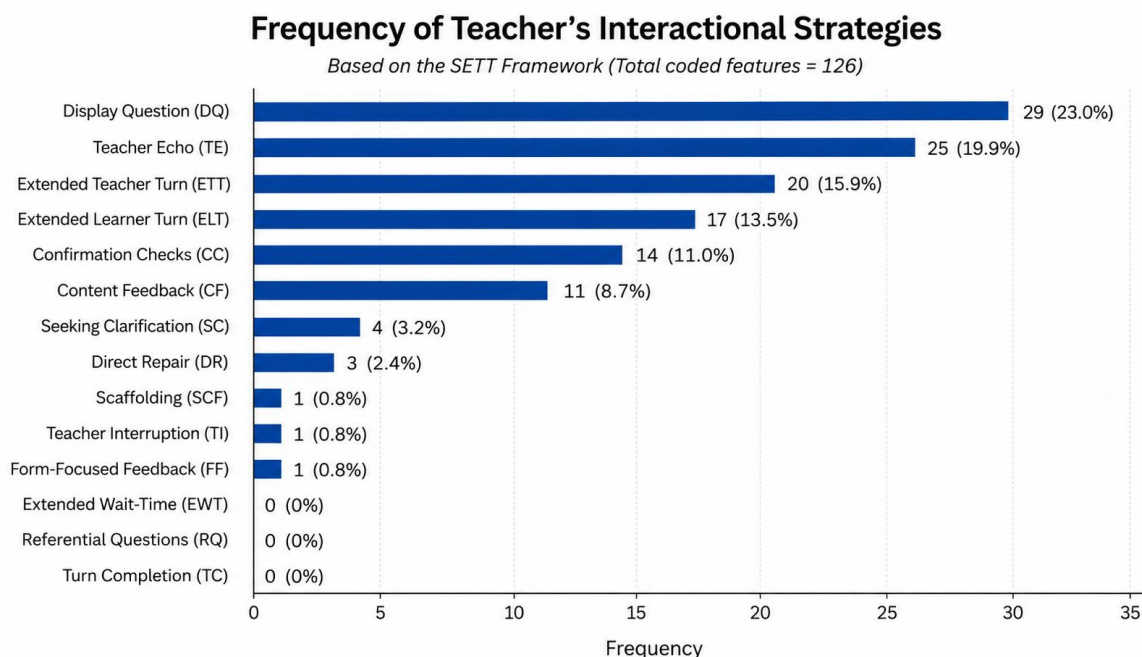


Figure 1. Frequency of Interactional Strategies

As can be seen in the graph above, the most frequently used strategy was Display Questions (DQ), with 29 occurrences, representing 23% of the total coded interactions. This means that the teacher asked questions that had an already known answer, primarily to check students' understanding of the lesson. Teacher Echo (TE) was the second most common strategy, with 25 occurrences (19.9%). This strategy was observed when teachers repeated students' answers or their own statements to confirm responses, emphasize important points, or maintain classroom interaction.

The third most frequently used strategy was Extended Teacher Turn (ETT), which occurred 20 times, or 15.9%. This finding indicates that teachers used longer interventions to explain material, give instructions, or delve deeper into the lesson content. The frequent use of Display Questions, Teacher Echo, and Extended Teacher Turn indicated significant teacher control over classroom interactions. These three strategies combined accounted for 74 times, or 58.8% of all interaction features, indicating teacher-dominated classroom discourse.

Meanwhile, strategies that could increase student participation were used less frequently. Extended Learner Turn (ELT) occurred 17 times (13.5%), Confirmation Checks (CC) 14 times (11%), and Content Feedback (CF) 11 times (8.7%). These strategies indicated that teacher occasionally provided space for students to respond, confirm meaning, or receive feedback on their ideas. However, these strategies were used less frequently than teacher-controlled strategies.

Other strategies were used infrequently. Seeking Clarification (SC) was used four times (3.2%) and Direct Repair (DR) three times (2.4%). Scaffolding (SCF), Teacher Interruption (TI), and form-focused feedback (FF) were used only once, or 0.8%. This indicates that teachers rarely used strategies that could help students step by step, encourage seeking clarification, or provide specific linguistic feedback.

Interestingly, three SETT features were absent from classroom interactions: Extended Wait Time (EWT), Referential Questions (RQ), and Turn Completion (TC). The absence of Extended Wait Time indicates that teachers rarely give students sufficient time to think before responding. The absence of Referential Questions indicates that teacher primarily asked exploratory questions rather than open-ended questions that might invite students to express opinions, experiences, or broader responses. On the other hand, Turn Completion was absent because teachers tended to repeat or confirm students' responses rather than complete their unfinished contributions.

Overall, the study results indicate that teacher-directed strategies predominate in classroom participation, even when teachers use a variety of interaction techniques. Students' opportunities to give long, natural, and insightful oral responses are limited by the frequent use of exhibition questions, teacher repetition, and prolonged teacher interventions. To encourage more active student participation in

classroom discourse, teachers should use more student-centered interaction methods, such as reference questions, longer pauses, support, clarifying questions, and opportunities for more extended interventions.

4. DISCUSSIONS

Teacher's Interaction Strategies during Teacher-Students Interaction

Display Question (DQ)

The interaction strategy which the most frequent conducted by the teacher is Display Question. Display question occurs when a teacher providing some questions in which he knows the answers; he merely attempts to test the students' knowledge at the previous lesson (Ellis, 1994). This strategy is important to find out the student's understanding about the material discussed. But, a teacher should be aware if this strategy used too many, it would be decreased the student's potential. It is due to the students commonly responding it in short answer. In this case, example of this interaction strategy. In Table 1, the teacher elicited some questions (in line 40, 44, 47, 49) to know the students' understanding about the material given. The students responded the teacher's elicitations and the teacher provided some necessary feedbacks. The teacher explained the generic structure of the analytical exposition text which consisted of several parts such as thesis, argument, and reiteration. Then, in each part consists of several components.

Table 1. Display Question

No	Speaker	Utterances	I/R/F	Interactional Features
40.	T	<i>Kemudian, what is the generic structure of analytical exposition?</i>	I	DQ
41.	T	<i>What is generic structure?</i>	I	TE
42.	S	<i>Thesis, argument,</i>	R	FF
43.	T	<i>Ya... ada thesis.</i>	F	TE
44.	T	<i>Ada berapa?</i>	I	DQ
45.	S	<i>Tiga</i>	R	CF
46.	T	<i>Ada tiga.</i>	F	TE
47.	T	<i>Ibunya ada tiga siapa aja?</i>	I	DQ
48.	T, Ss	<i>Thesis..., argument..., reiteration....</i>	R	FF
49.	T	<i>Thesis punya anak berapa berapa?</i>	I	DQ

These findings suggest that while Display Questions (DQ) can help teachers assess student understanding, overuse of this strategy may limit students' opportunities to develop their communicative competence.

Teacher Echo (TE)

The second frequent interaction strategy used by the teacher in the classroom is Teacher Echo. Echoing has several functions such as enhancing the students' contribution in the classroom, confirming correctness, acknowledging the relevance utterances (Walsh, 2006, p. 123). In this lesson, the teacher conducted echoing often in the material mode. The Teacher Echo can be identified when the teacher repeats her previous utterances or repeats students' contribution. In the Table 2 below indicate that the teacher performed Teacher Echo to interact with students in the classroom.

In the Table 2, the teacher began the material about analytical exposition by asking her students about definition of analytical exposition text. The teacher displayed the material in form of power point in front of class. The teacher performed the Teacher Echo to restate her previous utterances number 12-13 (*Siapa yang bisa jawab yok? What is analytical exposition?*). The repetition was used to acknowledge the students' utterances related to the material. The teacher also echoed the students' response in line 19, 22, 24 to confirm correctness of students' answer.

Table 2. Teacher Echo

No	Speaker	Utterances	I/R/F	Interactional Features
12.	S	<i>Apa Miss? What is...?</i>	R	CF
13.	T	<i>What is analytical exposition?</i>	I	TE
14.	T	<i>Siapa yang bisa jawab? Miss akan kasih nilai plus.</i>	I	TE

15.	T	Siapa yang bisa jawab yok? Yang keras biar temannya kedengeran.	I	TE
16.	S	<i>A type of argumentative teks</i>	R	FF
17.	T	Hmm.. bener. Analytical exposition is a type of argumentative text. Jadi analytical eksposisi adalah jenis teks argument.	F	TE
18.	T	<i>Nah... jenis teks argument itu maksudnya gimana tuh?</i>	I	DQ
19.	S	<i>Opini?</i>	R	FF
20.	T	Argument itu maksudnya gimana?	I	TE
21.	S	<i>Opini, pendapat</i>	R	FF
22.	T	Pendapat, opini	F	TE
23.	S	<i>Memberikan opini</i>	R	FF
24.	T	Ya.. benar sekali. Memberikan opini.	F	TE

In the classroom, the used the interactional strategy such Teacher Echo to confirm the students' correctness and acknowledge the relevance utterances. By using this strategy, Echoing, the teacher is able to encourage and motivate the students to interact in the classroom. The classroom interaction can be maintained effectively. This strategy can be beneficial for students because it acknowledges their contributions. However, excessive repetition of the teacher's answers can diminish students' responsibility in formulating their own responses. Teacher often appropriated the answer by repeating or confirming it, rather than asking students to clarify, explain, or elaborate on it.

Extended-teacher Turn (ETT)

The next interaction strategy most frequent used by the teacher was Extended-Teacher Turn. In the Table 3, the use of ETT occurred in the beginning of the lesson. The teacher began informing her students about the topic that was discussed in the classroom. It can be identified in line number 10 and 11. The teacher used the ETT to refer students to the material, analytical exposition text. This interaction strategy was occurred at the beginning of the lesson or managerial mode. Managerial mode can be seen when teacher is organizing time and space and setting up or concluding the lesson (Walsh, 2011).

Table 3. Extended-teacher Turn

No	Speaker	Utterances	I/R/F	Interactional Features
5.	T	<i>How are you today?</i>	I	CC
6.	Ss	<i>I am very well, thank you</i>	R	CF
7.	Ss	<i>And you?</i>	I	CC
8.	T	<i>I am very well, thank you.</i>	F	CF
9.	Ss	<i>Katanya sakit Miss, kok very well</i>	R	CF
10.	T	Today we are going,	I	ETT
11.	T	Today we are going to learn about analytical exposition,	I	ETT
12.	T	<i>So, what is analytical exposition? Siapa yang bisa jawab, please raise your hand</i>	I	DQ

By applying this interactional strategy, the teacher intended to refer students to the material and transmit the information about the material. She did not give opportunity for the students to respond little longer. The teacher gave long information related to the material in the conversation. This interaction strategy was important in the classroom interaction because the teacher needed to refer to the material and transmit the information. Therefore, the majority of ETT implies that the teacher remained as the source of the information rather than a facilitator of classroom interaction.

Extended-learner Turn (ELT)

ELT occurs when the teacher gives chance for the students' turn of more than one utterance. The student can utter with the teacher or their friends (Walsh, 2006). In this case, this interaction strategy was occurred once in the material mode as shown in Table 4. The teacher asked the students to practice the dialogue. The dialogue read by the students was a sample of cause-effect text. The teacher gave a chance to the students who wanted to be Algi and Anisa. The two of students were chosen to practice the dialogue.

Promoting extended learner turn was an interactional strategy to give the students time to participate in learning. Thus, this way can develop students' ability in learning. The Table below shows that the teacher provided interactional space for students to practice their competence without much intervention from the teacher. It was indicated by long space for students in the utterances no. 171-185. The teacher only intervened (in line 180) to correct the students' wrong pronunciation.

Table 4. Extended-learner Turn

No	Speaker	Utterances	I/R/F	Interactional Features
171.	T	<i>Yang Algi siapa?</i>	I	SC
172.	Ss	<i>Saya... saya</i>	R	CF
173.	S	<i>Hi, Anisa!</i>		ELT
174.	S1	<i>Hi, Algi!</i>	R	ELT
175.	S	<i>How are you?</i>	R	ELT
176.	S1	<i>I am fine, how about you?</i>	R	ELT
177.	S	<i>I am fine too, what are you doing here?</i>	R	ELT
178.	S1	<i>I was hungry, I bought some food in the cafeteria, Algi, you looks very happy today.</i>	R	ELT
179.	S	<i>Of course, today is my birstday, therefore,</i>	R	ELT
180.	T	<i>Therefore,...</i>	R	DR
181.	S	<i>Therefore, I am so happy.</i>	F	ELT
182.	S1	<i>Really? Happy birstday, Algi. All the best.</i>	R	ELT
183.	S	<i>Thanks Anisa, by the way, why was your friend running on the field?</i>	R	ELT
184.	S1	<i>He didn't do his homework, as a result, the teacher punished him</i>	R	ELT
185.	S	<i>Oh my God, I didn't finish my homework either, because last night I overslept.</i>	R	ELT

Content Feedback (CF)

The other interactional strategy used by the teacher to sustain the classroom interaction was Content Feedback. Content Feedback is occurred when teacher or students give feedback to the message rather than the words used. In Table 5, CF was occurred in the managerial mode when the teacher had finished discussing the analytical exposition text. She led her students to learn and discuss with their friends about ten minutes. While they were discussing, some of students interacted to the teacher by giving question and the teacher provided feedback. The teacher gave feedback in form of message used, not in the words used.

Table 5. Content Feedback

No	Speaker	Utterances	I/R/F	Interactional Features
98.	S	<i>Boleh gak lengkap Miss?</i>	I	CC
99.	T	<i>Hemm.. using simple present tense gini, makanya dihapalin gitu.</i>	R/F	TE
100.	S	<i>Belajar dulu boleh kan Miss?</i>	I	CC
101.	T	<i>Boleh.</i>	R	CF
102.	S	<i>Ini yang ini Miss?</i>	I	CC
103.	T	<i>Ya.. yang sudah dishare.</i>	R	CF

The content feedback from the teacher only occurred in the managerial mode. This shows the teacher concluded the lesson by giving the task about the material that had been learned. Feedback on message rather than its form is effective to respond the students' contribution. This interactional strategy can maintain the classroom interaction.

Confirmation Checks (CC)

The next interactional strategy used was Confirmation Checks. It functions to confirm the understanding of a student's or teacher's contribution (Walsh, 2006). The interactional strategy such confirmation check is commonly applied at the beginning and end of the lesson. In Table 6, the teacher

checked the students' understanding related to the task of cause-effect text. This interaction was occurred at the end of lesson topic discussed. The teacher confirmed the students' understanding about the task given. (Walsh, 2011) defines that Confirmation Check is confirming understanding of the students' or teachers' contribution. This interactional strategy is marked by questions such as; *do you understand? Any question? Do you got it?*

The interaction in the Tables shows that confirmation checks were useful to support the teacher in getting the students' understanding what the teacher had delivered in the classroom. It was important to avoid the students' misunderstanding about the tasks and the teacher can continue to the next topic for the next meeting.

Table 6. Confirmation Checks

No	Speaker	Utterances	I/R/F	Interactional Features
200.	T	<i>Tugasnya membuat video, direkam dibuat percakapan kayak gini, bisa dua orang, bisa 3 orang, 4 orang, maksimal 4 orang.</i>	I	CF
201.	T	<i>Harus ada expression yang menunjukkan dia itu cause dan effect, paham ya.</i>	I	CC
202.	T	<i>Nanti tugasnya, kalian tulis dulu percakapannya habis itu kalian rekam video, habis itu dikirim ke saya.</i>	R	ETT
203.	S	<i>Yang direkam satu orang apa semua Miss?</i>	I	CC
204.	T	<i>Semuanya.</i>	R	CF
205.	S	<i>Miss kalo tiga berarti yang rekam siapa? Saya?</i>	I	SC
206.	T	<i>Ya minta tolong temennya. Tiga-tiganya harus masuk di percakapannya. Dikumpul sebelum PAS.</i>	R	ETT
207.	T	<i>Untuk tugas nya udah paham semua? Ada yang mau ditanyakan?</i>	I	CC

Based on the explanation before, it can be found that interactions were dominated by the teacher, but some strategies offered limited opportunities for student participation. 17 Extended-learner Turn (ELT) (13.5%), 14 Confirmation Checks (CC) (11.0%), and 11 Content Feedback (CF) (8.7%) were observed. These strategies demonstrate how teachers sometimes created space for student interaction. However, data on ELT should be interpreted with caution, as many of these interventions occurred as part of dialogue practice activities and not always as part of spontaneous classroom communication. Students had opportunities to engage in cause-and-effect dialogue in the transcripts, and the teacher only made brief interventions to correct pronunciation. This suggests that students are capable of producing longer interventions when classroom activities are designed to give them space to speak. Therefore, the problem lies not only in students' lack of skills, but also in the limited number of interaction opportunities during the lessons (Nursehag & Amalia, 2024; Selamat & Melji, 2021).

The Influence of Teachers' Interaction Strategies for Students' Contribution

In this case, the data revealed that the teacher performed display question, teacher echo, and extended-teacher turn as the most frequent interactional strategies used in the classroom. The next strategies often used by the teacher were extended-learner turn, confirmation check, content feedback, and seeking clarification. The other interaction strategies that were rarely used such as direct repair, form-focused feedback, teacher interruption, and scaffolding.

The teacher applied display questions (in Table 7 line 41, 44, 47, 49, 52, 55) to elicit the students' response. The impact of this strategy can be indicated when they responded the teacher's questions only in short reply and one word response. Moreover, the questions given required very short answer and do not provide further chance for students to talk longer. The students' responses that are in one word response and short answer as seen in the line 41, 45, 48, 53, 56.

Table 7. Students' Responses

No	Speaker	Utterances	I/R/F	Interactional Features
40.	T	<i>Kemudian, what is the generic structure of analytical exposition?</i>	I	DQ
41.	T	<i>What is generic structure?</i>	I	TE
42.	S	<i>Thesis, argument,</i>	R	FF
43.	T	<i>Ya... ada thesis.</i>	F	TE
44.	T	<i>Ada berapa?</i>	I	DQ
45.	S	<i>Tiga</i>	R	CF
46.	T	<i>Ada tiga.</i>	F	TE
47.	T	<i>Ibunya ada tiga siapa aja?</i>	I	DQ
48.	T, Ss	<i>Thesis..., argument..., reiteration....</i>	R	FF
49.	T	<i>Thesis punya anak berapa berapa?</i>	I	DQ
50.	Ss	<i>Dua.</i>	R	CF
51.	T	<i>Dua...</i>	F	TE
52.	T	<i>Apa aja?</i>	I	DQ
53.	Ss	<i>Position, dan preview</i>	R	FF
54.	T	<i>Position sama preview.</i>	F	TE
55.	T	<i>Position itu tujuannya ngapain? Dia ngapain?</i>	I	DQ
56.	Ss	<i>Introduce topic...</i>	R	FF

It also had similar impact when the teacher applied teacher echo and extended-teacher turn had. The use of teacher echo in classroom did not provide effective results in increasing students' contributions. This is because the teacher only repeated her own utterances (in Table 7 line 41) or students' utterances (in Table 8 line 217, 223). The strategy applied was only to acknowledge of relevance utterances and confirmed correctness the students' answer. This interaction strategy influenced the students to respond in short answer or even did not respond at all.

Moreover, the Extended-teacher turn used was only for transmitting the information or giving instruction (in line 216, 220, 224) in the learning process. The impact of this strategy also made the students had no opportunity to respond it while Extended-teacher turn occurred. Most of the students were silent when the teacher applied extended-teacher turn. Overusing of teacher echo and extended-teacher turn as the teacher conducted in this classroom could interfere or obstruct the ability of students to contribute in enhancing classroom interaction.

Table 8. Students' Responses

No	Speaker	Utterances	I/R/F	Interactional Features
216.	T	<i>Generic structurenya ada tiga, ada orientation, events, yang satunya apa?</i>	I	DQ
217.	Ss	<i>Reorientation, reorientation,</i>	R	FF
218.	T	<i>Reorientaion....</i>	F	TE
219.	T	<i>Orientation itu biasanya pengenalan, event itu biasanya cronologicalnya, jadi orientation itu pasti ditemukan di paragraph pertama, untuk paragraph 2, 3, 4, 5, 6, itu biasanya dia masuk events. Untuk reorientation, dia kesimpulan atau closing pasti masuk di paragraph terakhir, itu udah pasti ya kayak gitu. Grammarnya dia pake simple past.</i>	I	ETT
220.	T	<i>Contohnya, the family that moved to his step father' home country. Atau he was born on August. Terus, dia pakai temporal sequence, urutan waktunya.</i>	I	ETT
221.	T	<i>Misalnya pake apa itu?</i>	I	DQ
222.	S	<i>When.</i>	R	FF
223.	T	<i>Ya... when.</i>	F	TE
224.	T	<i>Terus, ada action verb. Itu kata kerja aktif. Misalnya ini, tapi dia kata kerjanya pake verb 2 ya.</i>	I	ETT
225.	T	<i>Verb 2 itu yang gimana?</i>	I	DQ

226.	Ss	<i>Lampau.</i>	R	CF
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On the contrary, the other interactional strategies such as extended-learner time, confirmation check, content feedback, and seeking clarification which could construct the students' contribution were used by the teacher not quite often. The use of extended-learner turn and confirmation checks might have little positive effect for the students. That is due to the extended-learner turn applied in order to give the students' chance to participate and talk more with their friends (as seen utterances no. 168-189). The Table 9 shows that the students were enthusiasm when the teacher provided chance for them to practice the dialogues. While practicing the dialogues, which is useful for them to enhance their contribution more effectively.

Table 9. Students' Responses

No	Speaker	Utterances	I/R/F	Interactional Features
168.	T	<i>Yang Algi siapa?</i>	I	SC
169.	Ss	<i>Saya... saya</i>	R	CF
170.	S	<i>Hi, Anisa!</i>	I	ELT
171.	S1	<i>Hi, Algi!</i>	R	ELT
172.	S	<i>How are you?</i>	I	ELT
173.	S1	<i>I am fine, how about you?</i>	R/I	ELT
174.	S	<i>I am fine too, what are you doing here?</i>	R/I	ELT
175.	S1	<i>I was hungry, I bought some food in the cafeteria, Algi, you looks very happy today.</i>	R/I	ELT
176.	S	<i>Of course, today is my birstday, therefore,</i>	R	ELT
177.	T	<i>Therefore,...</i>	F	DR
178.	S	<i>Therefore, I am so happy.</i>	I	ELT
179.	S1	<i>Really? Happy birstday, Algi. All the best.</i>	R	ELT
180.	S	<i>Thanks Anisa, by the way, why was your friend running on the field?</i>	R/I	ELT
181.	S1	<i>He didn't do his homework, as a result, the teacher punished him</i>	R	ELT
182.	S	<i>Oh my God, I didn't finish my homework either, because last night I overslept.</i>	I	ELT
183.	S1	<i>Go back to cless,</i>	R	ELT
184.	Ss	<i>Class (laughing)</i>	I	ELT
185.	S1	<i>Co back to class, and finish it right now [now]</i>	R	ELT

In addition, the use content feedback and seeking clarification also affected similar result with the use of confirmation check. Besides, that was occasionally use by the teacher, it also did not provide positive impact for the students' contribution. The teacher used these strategies only in few times that could not quite enough to promote the students' contribution. In addition, the use of direct repair, form-focused feedback, teacher interruption and scaffolding did not affect the student's contribution because the teacher applied them only a few times during interacting with them.

From the analysis above, that is clear the interaction strategies such as Display Question, Teacher Echo, and Extended-teacher Turn used by the teacher did not prompt the students' contribution in enhancing classroom interaction effectively. That is due those strategies used did not provide much opportunity for student to talk more. Meanwhile, the use of strategies that could increase the student's contribution such as Extended Learner Time, Confirmation Check, Content Feedback, and Seeking Clarification were occurred in the classroom not frequent enough.

5. CONCLUSION

The analysis and discussion show that the teacher employed a number of interactional strategies to maintain interaction in the classroom. Some strategies supported students' learning while other strategies, when abused, limit students' opportunities to express their ideas.

The strategies that were used most often were Display Question (23%), Teacher Echo (19.9%) and Extended-Teacher Turn (15.9%). Extended-Learner Turn (13.5%), Confirmation Check (11.1%), Content Feedback (8.7%), Seeking Clarification (3.2%), Direct Repair (2.4%), Form-Focused Feedback (0.8%),

Teacher Interruption (0.8%), and Scaffolding (0.8%). Teacher B also employs a variety of interactional strategies with the most prominent being Teacher Echo (24.8%), Display Question (19.6%), Seeking Clarification (12.1%), Scaffolding (11.2%), Confirmation Checks (10.8%), Form-Focused Feedback (6.1%) and Extended-Teacher Turn (4.7%).

In general, the teacher still dominated classroom interaction. The teacher was able to elicit responses from students and maintain interaction in the classroom, but student talk was still less than teacher talk. Therefore, teachers should offer more opportunities for students to speak and use more interactional strategies that can increase students' participation including asking for clarification, confirmation checks, referential questions, and scaffolding. However, this study is limited because it involved only one English teacher and one Grade XII IPA class at MAS Hidayatul Quran Puding Besar, with data collected from only two classroom observations. Thus, the findings cannot be generalized to all Indonesian EFL classrooms.

6. ACKNOWLEDGEMENT

The researchers would like to express sincere gratitude to Madrasah Aliyah Swasta Hidayatul Quran Puding Besar for giving permission and providing support during the observation process. Much appreciation is also extended to English teacher and the students of Grade XII IPA who had participated in this research. Their cooperation and willingness to be involved in the classroom observation contributed to finish this research. Moreover, this research did not receive any specific grant from funding agencies in public, commercial, or not for profit sectors.

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