

# ABS 251

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**A STUDY ON THE INTERACTION PATTERN OF AN INDONESIAN  
BILINGUAL CLASSROOM**

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## A STUDY ON THE INTERACTION PATTERN OF AN INDONESIAN BILINGUAL CLASSROOM

### ABSTRACT

This ethnography of communication design study is investigating teacher-student interaction pattern in an Indonesian elementary school implementing bilingual education. The aims are to find the pattern and get the description about what the teacher and students are doing in the interaction. Teacher and students' utterances were the main data which were recorded, transcribed, and analyzed. Other data taken from participant observation, interview, and document study were used for interpretation. Lemke's triadic dialogue IRE (Initiation-Response-Evaluation) and IRF (Initiation -Response-Feedback) model was used to identify the interaction patterns. Each element of the pattern was analyzed using *Flanders Interaction Analysis Category* (FIAC) and speech act approach to classroom discourse analysis. The study found three patterns; namely IRF, IRE, and Non-IRF/IRE. Teacher was doing many acts in Initiation and Feedback intending to guide students learn both content and language knowledge. Students showed little initiation, gave positive and negative responses and silence. Feedback was performed in more acts ranged from once to seven times feedbacks in one unit analysis which implies a meaning negotiation process. The findings exhibit that teacher-student interaction is systematic. Therefore, it is strongly recommended that language education practitioners should be trained to understand the pattern of classroom discourse to take control of the optimal instructional practice.

Key words : bilingual education, classroom interaction, interaction pattern

#### Abbreviation

FIAC : *Flanders Interaction Analysis Category*

IRE : *Initiation Response Evaluation*

IRF : *Initiation Response Feedback*

SR : *Student Response*

TF : *Teacher Feedback*

TI : *Teacher Initiation*

T-Ss : *Teacher- Students*

T-S : *Teacher- Student*

#### Introduction

Classroom interaction is very important aspect in language learning, especially in formal context. Classroom interaction is connected to the process of acquiring

meaning. Students interpret anything in the interaction and connect it to the communicative purposes. They are dealing with social process discussing “ideas, insights and interpretations” with others (Scarino & Liddicoat, 2009). Thus analysing classroom interaction is an important effort to seek for any relevant implications for optimal language teaching process.

Interaction patterns are <sup>20</sup> verbal and non-verbal communication patterns as the types of social relationships that occur in the classroom (Richard, 1997). The process of class interaction analysis is defined as a procedure used to measure or describe the behavior of students and teachers in the classroom which includes, among other things, a description of what happens in class during learning, evaluation of teaching, and the relationship between <sup>27</sup> teaching and learning. The focus of this study is finding the interaction pattern and what the participants are doing in the interaction.

The first focus is interaction pattern. Classroom interactions generally have IRF (Initiation-Response-Follow up or Feedback) pattern or IRE (Initiation-Response-Evaluation) pattern. Based on Hall (2002), this main pattern of classroom interaction was proposed by Barnes (1992), Cazden (1988), and Lemke (1990), which is often called as triadic dialogue. The IRF pattern <sup>4</sup> begins with Teacher Initiation, followed by Students’ Responses, and Teacher Follow-up or Feedback. The IRE pattern begins with <sup>19</sup> Teacher Initiation, followed by Students’ Responses, and Teacher’s Evaluation.

The second focus of this study is the participant's actions in communication. In speech act theory, a speech is an action. Therefore, the words of the teacher and

students are important data that can describe what they are doing <sup>24</sup> in the process of learning English in the classroom. To identify the classroom talk, Flanders Interaction Analysis Category (FIAC) Flanders offers ten categories, seven for teacher talk and three for student talk (Dagarin, 1994). Teacher speech consists of <sup>4</sup> accepting feeling, praising or encouraging, accepting or using ideas of pupils, asking questions, lecturing , giving direction, and criticizing or justifying authority.

The teacher's speech when linked to the IRF / IRE pattern includes initiation and feedback. Initiation is used to initiate conversation, found in the beginning of a conversation unit. Teacher evaluation or follow-up is found at the end of a conversation unit. Teacher speech may be realized in many different form such as question, statement, or imperative forms to convey different communication purposes. When giving feedback, teacher may direct and redirect learners to learning and negotiating meaning (Foster, 2005). Teacher may give positive evaluation, accept responses given by students, or give negative evaluation. Interaction pattern may illustrate how teacher and students get involve in a series of talking turns for educational purposes.

Two categories related to students' speech (Dagarin, 1994) are response (students response to teacher initiation), initiation (students initiate a talk), and silence. An overview of the student's response can also be a description of whether the response is positive or negative. It is said positive if it is in accordance with the teacher's initiation. It is said to be negative if students give inappropriate responses.

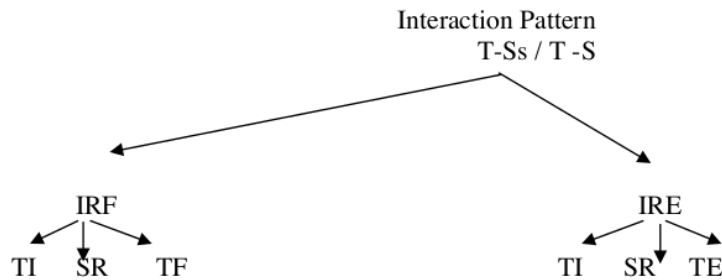
Fillmore emphasizes that different types of classroom situations can affect the success <sup>28</sup> of language learning in the classroom (Ellis, 1988). The classroom taken

as the setting in the study is immersion program class with T-Ss/S interaction model, a teacher to whole students or a teacher to an individual student.. The class uses English as the means of interaction for all subject but Indonesian and Religion. Immersion program has noted many benefits such as develop both content knowledge and language performance (Met,1995), provides excellence on time efficiency and language learning intensity (Norden, 2001), **academic achievement, language and literacy development in two or more languages, and cognitive skills** (Fortune, 2019). Thus, **the** description **of** interaction patterns referred to here is describing kind of patterns and the verbal behavior of the teacher and students.

#### **Materials and Methods**

This qualitative research is using ethnography approach, **the study of the cultural patterns and perspectives of the participants in their natural setting** (Gay, 2009). The writer was a passive participant observing seven sessions in the classroom activities with one teacher and nineteen students of grade two of elementary school. To collect the data, field notes, recording, interview, participant observation and document study are applied. The data taken from recording was transcribed and coded based on unit analysis. The boundary between units varies depending on the criteria set (Brown,1986). The transfer of topics in oral discourse can be analyzed in one unit or segment. Turn-Constructional Units (TCUs) is the unit of analysis in oral discourse. It marks the boundaries of topic switching in oral discourse (Sack, et.al, 1974). The data investigated in this study are the teacher' and students utterances. They are classified as Initiation, Response, and Evaluation or Feedback. Each element is grouped and identified based on FIAC. Each group then counted

to be compared. The description of interaction pattern then could provide not only the kinds of pattern but also the percentage of frequency of each type. The interaction pattern can be illustrated in the following chart:



*Figure 1. Classroom interaction pattern*

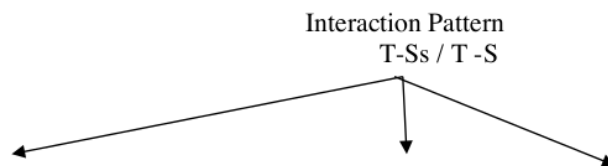
The interaction patterns in this study describes the kind of patterns, namely IRF and IRE (Hall, 2002) that appear in the interaction of teacher and students as a whole (T - Ss), and individual or group (T- S) teacher and students. In the IRF model of interaction, the interaction comprised of Teacher initiation (TI), Students' Response (SR) and Teacher Feedback (FG). The IRE pattern comprises of Teacher Initiation (TI), Students' Response (SR), and Teacher Evaluation (TE).

### **Result and Discussion**

There are four topics discussed in this session, namely Interaction Pattern, Teacher Initiation, Students' Responses, and Teacher's Feedback.

#### ***Interaction Pattern***

The study is investigating the kind of interaction pattern. The following is the data found.



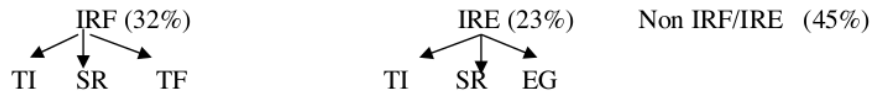


Figure 2. Interaction pattern

There are three kinds of patterns found; e.g. IRF (32%) ,IRE (23%), and Non IRF/IRE (45%). This is different from the category proposed by Hall (2002) who identified the first two patterns. This study identified another pattern called NonIRF/IRE with quite high frequency.

The IRF pattern is an interaction that begins with Teacher Initiation (TI), followed by Student Responses (SR), and Teacher Feedback (TF). Feedback is given for students' responses once or more until the completion of one topic. like the following example:

139      *TI : So, one fourth. After one fourth?*  
             *SR1 : Six*  
             *TF1 : hem, four plus four? =*  
             *SR2 : =eight*  
             *TF2 : eight. You can make it! One eight.*

In this example, the teacher initiates by asking for the fraction after a quarter (one fourth). Students give wrong responses (SR1). The teacher gives feedback (TF1) in the form of inducing questions four plus four (four plus four). Students give the correct response (SR2). Then the teacher gives feedback (TF2) by confirming the students' answers by repeating the students' answers (eight), giving awards (You can make it) and giving complete answers (one eight). This pattern suggested that in one unit, the teacher can do feedback once or many times until one goal is achieved.



Here's an example of repeated feedback.

- 301 TI : *Ok, ehm, I want to explain again about the comparing (/kompêring/) and ordering fraction. So look at this comparing (/kompêring/) and ordering fraction. Ok, what do you think about the comparing (/kompêring/) and ordering. Who want to try before we start.. Yes Pasya,*
- SR1 : *Comparing means membandingkan..ordering means ...*
- TF1 : *Yes?*
- SR2 : *oredering means ...*
- TF2 : *Yes?*
- SR3 : *Miss... miss*
- TF3 : *Who can help? yes. I know you understand. Ayoo. Hem..ehm..*
- SR4 : *ordering means mengurutkan.. ehm ordering means...*
- TF4 : *ok. Like you line up? From the smallest until the greatest*
- SR5 : *dari kekecil ..dari ...*
- TF5 : *yes\.. may be Keyla you can help?*
- SR6 : *ehm, ordering is menyusunkan =,*
- TF6 : *=ok, menyusunkan or mengurutkan. Yes, about the comparing? Yes? About in Bahasa?*
- SR7 : *Ehm membandingkan =*
- TF7 : *membandingkan, =and ordering mengurutkan.*

In the example above, the teacher provides feedback 7 (seven) times. First, the teacher initiates (TI) by asking students' opinions about two concepts related to fractions, namely comparing and ordering. A student answers (SR1) by giving the meaning of comparing but not giving the meaning of ordering. The teacher provides feedback (TF1) in the form of justification for student' responses asking students to complete. Students respond (SR2) by saying the initial part of the answer but not completing the answer. The teacher provides feedback (TF2) by motivating students to continue answering. Other students respond (SR3) by asking for opportunities to answer. The teacher provides feedback (TF3) by giving students the opportunity to answer. A student answers (SR4) by giving the meaning of the word ordering. The teacher provides feedback (TF4) by elaborating on the meaning

of ordering. Students respond (SR5) by interpreting the teacher's words in Indonesian. The teacher provides feedback (TF5) by asking students to answer more clearly. Students respond (SR6) by giving the meaning of the word ordering by using different words, not sorting but ordering. The teacher provides feedback (TF6) by accepting the two words used by students, namely sorting and arranging for the meaning of ordering, and asking students to explain the meaning of comparison. Students respond (SR7) by saying the meaning of the word. The teacher confirms (TF7) students' answers and completes the answers.

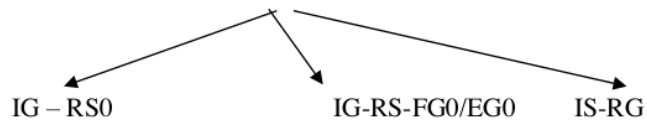
Another pattern in class interaction is IRE, which is an interaction that begins with Teacher Initiation (TI), continues with Student Responses (SR) and ends with Teacher Evaluation (TE). Evaluation is different from feedback. Evaluation is given to students' first response by confirming or judging whether the answer is good or not without giving development, for example in the form of further explanation about the topic. In feedback, the teacher develops answers with explanations, providing synonyms, and so on.

An example of the IRE pattern can be seen in the following example.

304    TI     : *How about the denominator?*  
          SR     : *penyebut\*  
          TE     : *Excellent. Good!*

Although commonly found, it is not always that the class interaction patterns are IRF and IRE patterns. This study shows that the non-IRE pattern is more prevalent, namely 45%. The form of interaction with the Non IRF / IRE pattern can be illustrated by the following chart:

Interaction Pattern Non IRF/IRE



*Figure 3 Interaction Pattern Non IRF/IRE*

Non-IRF/IRE patterns can be in the form of interactions that begin with Teacher Initiation (TI) and there is no student response (SR0) as shown in excerpt 101. Interaction can be started with Teacher initiation (TI) followed by Student Response (SR) and no follow up (F0) or evaluation (E0), as in excerpt 114. In addition, non-IRF / IRE interaction can begin with Student Initiation (SI) and are followed by Teacher Responses (TR) as shown in excerpt 364.

- 101            TI     : *Ok. You already read this and we will talk about vocabulary. You can find the difficult one.*  
                  SR0   : ( )
- 114            TI     : *real?*  
                  SR     : *asli*  
                  TF0/TE0: ( )
- 364            SI     : .....(not clear)  
                  TF1   : *Ya, Pardon?*  
                  SR1   : *four three /tri/*  
                  TF2   : *Four three? Ok=*

The interaction patterns found in this study illustrate that communication is a systematic event. Teacher who controls the classroom discourse may design the interaction pattern which are mostly beneficial for language learning. The Non IRF/IRE pattern may also give the understanding that in fact 45% of the interaction were not in normal mode. Further investigation on the non IRF/IRE pattern is needed to find out its impact on learning process if the percentage is high in class. The normal pattern IRF/IRE provide complete discourse so that the meaning

negotiation is gained. However, in case Non IRF/IRE condition, it cannot be said that is harmful in learning. Initiation which comes from learners, for example, is an alternative to pursue active learning, thus a careful investigation to trigger off students' initiation in classroom interaction could be very advantageous.

### ***Teacher Initiation***

The description of the teacher's initiation is carried out using the Flanders Interaction Analysis Category (FIAC). There are ten categories, seven categories are for teacher speech and three criteria are for student speech.

The seven categories in the teacher's talk include: 1) teacher's words to accept the students' words or deeds, either positive or negative, 2) to give appreciation or motivation, 3) to accept, develop or explain student' ideas, 4) to ask questions related to content or procedures, 5) to provide facts or opinions about the content or procedure, 6) to order or command, 7) to reprimand or remind students to change behavior.

The following are the findings of teacher initiation data contained in the interaction patterns of IRF, IRE, and Non IRF / IRE

*Table 1. Teacher Initiation*

<b>Pattern</b>	<b>Kind</b>	<b>Total</b>	<b>%</b>	<b>Remark</b>
<b>IRF</b>	FIAC4	32	58%	Ask questions related to vocabulary, grammar, material content.
	FIAC5	3	5%	Provide facts or opinions about the lesson content
	FIAC6	20	36%	Instruct, command, ask, invite, direct, suggest
<b>IRE</b>	FIAC4	23	52%	Ask questions related to vocabulary, grammar, material content.
	FIAC6	21	48%	Instruct, command, ask, invite, direct, suggest
	FIAC6	16	37%	command, ask, invite, direct, suggest

<b>Non IRF/IRE</b>	FIAC4	15	35%	Ask questions related to vocabulary, grammar, material content.
	FIAC7	11	26%	Reprimand and remind students about behavior change
	FIAC5	1	2%	Provide facts or opinions about the lesson content

It was found that in the IRF and IRE patterns, initiations were carried out more by questioning (Criteria 4 of FIAC). The questions are about vocabulary, grammar, and content material. Next is followed by commanding or ordering (Criteria 6 of FIAC). The same result is also found in Non IRF/IRE pattern, showing that criteria 6 and 4 are more frequently found. The result is different from the study in different context conducted by Pujiastuti who found that <sup>5</sup> giving direction and lecturing were found the most frequently (Pujiastuti, 2013)

The following are the examples of teacher's utterances for initiation.

- 106 He order his servant / servên / to bring the bird. Servant?  
 107 What is pearching?  
 125 Ok, number five. Why is the king happy?  
 126 Happy is adjective or adverb? Or noun, or the verb?  
 303 What is in Bahasa = numerator  
 337 so if you cut, ee, two equal part, yeah, so you get the ...  
 352 But Gading explain / ekplen / if the small number in denominator is the biggest fraction so the correct answer is...  
 3129 If you want one third then ...

Exerpt 106, 107,303 are the examples of questions related to vocabulary, 126 is related to grammar, 125, 337,352, and 3129 are related to content material. The method of inquiring in initiation takes various forms. Exerpt 106 and 126 are initiation inquires that use intonation as a marker. The teacher raises the intonation at the end of the syllable and the students interprets it as a question so that they give

the response as expected by the teacher. Exerpt 107, 125, and 301 are initiation questions that use the question form explicitly. In the examples 337, 352, and 3129 the teacher uses incomplete sentences and asks students to complete them by increasing the intonation of the last syllable. Most of teacher's initiation are expressed directly.

### ***Students' Responses and Initiation***

Based on FIAC, students' responses were described in three categories; namely response, initiation, and silence. In this study, students' talk was less than 20% of the whole classroom talk. This is in accordance to Tsui (1995) who mentioned <sup>22</sup> that student talk accounts for less than 30 percent in "teacher fronted classrooms". Students' responses are categorized into positive (PR) and negative responses (NR). The response is said to be positive if it is in accordance with the initiation given by the teacher. The response is said to be negative if it is not in accordance with the initiation given by the teacher.

This study identified several types of positive responses such as using complete expressions, carrying out teacher instructions with various actions, completing the expressions stated by the teacher, repeating the answers that has been stated, repeating the answers stated by the teacher, responding by asking their turn to answer, miscellaneous responses not included in the above groupings. The positive response with the most categories was students answered appropriately. The example of a positive SR1 response is as follows.

106	TF	: What is servant?
	SR1	: is pelayan
	SR2	: pembantu

3138      *TI*            : *after three?*  
              *SR*            : *six*

In excerpt 106, the teacher provides feedback by asking the meaning of the word 'servant'. Student answered accordingly. In excerpt 3138, the teacher poses a question with an increasing intonation at the end of the syllable. The meaning of the sentence is "what number is after three". The students answered with the appropriate answer, namely 'six'.

There are several types of negative response (NR) identified in this study. Responses are considered negative if they do not match the form of initiation or feedback given. The negative responses are realized in many ways, namely, not responding, responding but not stating with complete expressions, responding using interjection such as hem, um, eh, responding inappropriately, responds incorrectly.

The negative student response is shown in the following example.

130    *TI*        : Number nine. Why does the king become ill?  
           *SR*        : What ill?  
           *FG*       : Tha is... sick. Yes, Reyner?  
           *SR*        : Why ...  
           *TF*        : Yes, why ...

120    *TI*        : Ok. Let's analyze no 1. Who can translate?  
              : What is the title of this story?  
           *SR1*      : ()  
           *TF1*      : Yeah? ...  
           *SR2*      : () (mentioning the title, not clear)  
           *TF2*      : No, I mean translate the questions

Example 120 shows a negative response, that is, students do not respond. The teacher continued by encouraging students to answer (*TF*) and the students respond

but the response is wrong (SR2) so that the teacher continued to provide feedback (TF2) by repeating the instructions.

*Table 2. Student Response in IRF/IRE Interaction*

Positive Response	IRF		IRE		Negative Response	IRF		IRE	
	Total	%	Total	%		Total	%	Total	%
SR	78	56%	61	44%	SR	62	85%	11	15%
	139 (66%)					73 (34%)			

The table shows that IRF pattern contains more students' response both for positive and negative responses. It is because teacher gave feedback or follow up to trigger off other responses from students. Both positive and negative responses are good for learning process, as it makes teaching process has the path to go. Negative response can be viewed as errors. Errors is a good indication to know what the students have and have not acquired. This is in line with Corder's proposal on the significance of error (Richard, 1978).

### ***Teacher Feedback and Evaluation***

What the teacher said in the follow-up and evaluation are also analysed based on FIAC as shown in the following table.

*Table 3. Teacher feedback and evaluation*

Pattern	Kind	Total	%	Remark
IRF	TF1	24	17%	Accept students' answer
	TF2	32	22%	Praise or motivate



	TF3	38	27%	Accept students' answer and use it for further explanation or feedback
	TF4	17	12%	Give question related to content or procedure
	TF5	6	4%	Give fact aor opinian about content and procedure
	TF6	20	14%	Give command and instruction
	TF7	4	2%	Remind students to change the behavior
IRE	TE1	37	84%	Accept students' answer
	TE2	7	14%	Praise or motivate
	TE7	1	2%	Remind students to change the behavior

The table shows that teacher's speech in IRF pattern is more various than in IRE. It indicates that giving feedback can be performed in different ways. There are all the seven Flander criteria found in IRF pattern.

This study also found that as many 89% of teacher's feedback are positive, 11 % are negative. Teacher apply many different technique in giving feedback such as repetitive, interactive, interjection. The repititif feedback was performed by repetiting her own or students' utterances in the form of word, phrase, complete clause or part of the clause. Another form of teacher follow-up is interactive, which promotes students with other questions to complete a topic of conversation. It is interesting to note that forms of interjection such as ok, yes, yeah occur in 41%. Follow-up interjection is often found to emphasize the correctness of students' responses and as the sign to proceed to the next follow up. It was also found that teachers did not follow up on student responses as much as 21%. The teacher continues the interaction by initiating the next topic.

### **Conclusion**

There are two important focuses in this study. First is the interaction pattern of classroom interaction. There are two general patterns of interaction, IRF and IRE as Hall (2002) proposed. This study identifies another kind, Non-IRF/IRE. There are three types of Non IRF / IRE patterns, namely IG-RS0, IG-RS-F0 / E0, IS-RG. Initiation is performed mostly by using questions and commands.. Students' response may be positive or negative. The response is said to be positive if it is in accordance with the initiation given by the teacher. The response is said to be negative if it is not in accordance with the initiation given by the teacher. Feedback on the IRF pattern can be performed by the teacher once or repeatedly until one goal in one topic is achieved. Teacher evaluation can be performed by giving words of praise or doing an assessment by repeating the student's answer which is intended to justify the student's answer.

The second thing to identify is <sup>14</sup> what the teacher and students are doing in the interaction. The explanation was taken from the components of interaction pattern; namely Initiation, Response, Feedback and Evaluation. In initiation teacher are doing many kinds of acts aimed at leading the learners learn vocabulary, grammar, and material content. Student responses indicate how the students follow the instruction. Both positive and negative responses are significant in learning process. Feedback is contained in the IRF interaction pattern. The most feedback that teachers do is to accept students' answers and then use these answers for further explanation or feedback. Other forms of feedback found were giving praise or appreciation, receiving student answers, ordering or ordering, asking questions, and directing attitude changes. In the IRE pattern is receiving student answers. In

addition, there are also teacher words that show appreciation and motivation, accept, develop or explain students' ideas, and reprimand or remind students to change behavior. The description leads to the conclusion that the interaction is systematic. This <sup>25</sup> is in line with the study conducted by Jiwandono (2015) who mentioned that the classroom interaction were structured. Teachers took controlled of the discourse was found by Rido (2018), therefore they should be equipped with the techniques of conducting interaction pattern in classroom practice.

### Acknowledgment

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