



---

## Non-Formal Education: English Interaction Strategy in Equivalency School

**Haris Danial**

Universitas Negeri Gorontalo

**Nonny Basalama**

Universitas Negeri Gorontalo

**Rachmi Laya**

Universitas Negeri Gorontalo

**Sri Agriyanti Mestari**

Universitas Negeri Gorontalo

Alamat: Jl. Jend. Sudirman No. 06 Kota Gorontalo

Korespondensi penulis: [harisdanial@ung.ac.id](mailto:harisdanial@ung.ac.id)

**Abstract.** *The research is aimed to understand the proportion of talking time that has been done by teachers and students during classroom interaction at PKBM Nurain, Kabupaten Bone Bolango. It is also to describe significantly the characteristics of teacher ways to talk in classroom interaction at PKBM Nurain, Kabupaten Bone Bolango, and to describe significantly types of teacher ways to talk in English classes at PKBM Nurain. Methodologically, this research is descriptively analyzed in qualitative way. To acquire the data, the researcher carried out observation and documentary. The instrument is used by the researcher to obtain the data is direct observation sheet. As an instrument of analysis, Sinclair and Coutlard are used in this research to see how the interaction between teacher and student is broken down into teacher talk, student talk, and silence. The result of this research showed that the type of elicitation display dominates the classroom interaction, followed by referential in learning English at PKBM Nurain. Broadly, the reason is that the teacher asks more questions whose answers have been prepared in advance by the teacher. The teacher has mastered the material and learning topics, then the teacher holds a question and answer session with students using the source of the subject matter.*

**Keywords:** *Non Formal Education, Classroom Interaction Strategy, English Learning.*

**Abstrak.** Penelitian ini bertujuan untuk menggambarkan proporsi saat berbicara yang dilakukan antara guru dan siswa saat interaksi di dalam kelas di PKBM Nurain Kabupaten Bone Bolango. Juga untuk mengetahui karakteristik pembicaraan guru dalam interaksi kelas di PKBM Nurain Kabupaten Bone Bolango, dan untuk menelusuri jenis-jenis interaksi guru di dalam kelas bahasa Inggris di PKBM Nurain. Penelitian ini dirancang sebagai penelitian kualitatif deskriptif. Dalam penelitian, peneliti menggunakan observasi

---

Received Januari 30, 2023; Revised Februari 30, 2023; Accepted Februari 3, 2023

\*Corresponding author, e-mail address

dan dokumentasi untuk memperoleh data. Instrumen yang digunakan peneliti untuk memperoleh data adalah lembar observasi langsung. Metode penelitian ini ditujukan kepada Sinclair dan Coutlard sebagai instrumen observasi untuk menganalisis interaksi kelas yang telah dipecah menjadi pembicaraan guru, pembicaraan siswa, dan keheningan. Hasil penelitian ini menunjukkan bahwa jenis tampilan elisitasi mendominasi interaksi kelas, diikuti oleh referensial dalam pembelajaran bahasa Inggris di PKBM Nurain. Secara garis besar alasannya adalah guru lebih banyak mengajukan pertanyaan yang jawabannya sudah disiapkan sebelumnya oleh guru. Guru telah menguasai materi dan topik pembelajaran, kemudian guru mengadakan sesi tanya jawab dengan siswa menggunakan sumber materi pelajaran.

**Kata kunci:** Pendidikan Non Formal, Strategi Interaksi Kelas, Pembelajaran Bahasa Inggris.

## INTRODUCTION

Quality of education is education that involves student activity. It is all about encouraging students to develop physically and spiritually by making conscious efforts as teachers (Suyudi, 2005: 54). So learning involves reacting to all of the situations children find themselves in every day.

A learning process is the process of doing through a variety of experiences, the process of seeing, observing, understanding things, in the end, it is the process of changing someone's behavior through experience. Essentially, when we talk about learning, we mean how to change someone's behavior. (Sujana, 2005:5). It can be summarized that the nature of learning and teaching is a process which is characterized by the interaction of teachers and students with the aim of instilling changes in students towards the intended learning objectives.

The learning process in schools carried out by teachers today is more likely to use less varied strategies. Because it is more concerned with memorization and lectures during the learning process. Thus the atmosphere in the learning process is not conducive, so students become passive. Meanwhile, if the process of educative interaction in learning activities carried out by teachers and students is good, it will give good results in the future.

The existence of learning centers in the community fulfills the elements of the English learning process in Europe which calls English Villages. Richards (2017) reports that in several European countries where the native language (L1) is not English, English

communities have formed. This community uses the concept of English Villages as a learning model. If there is a tourist whose L1 is in English, the community provides facilities so that the tourist wants to stay in his village for free and the community provides tour guide services and the needs of the tourist for free with a stay of between 1-2 weeks. As compensation, the tourist is obliged to teach English to the community in the English Villages.

Among the educational institutions provided for dropouts who want to continue their education is the non-formal educational institution for equality packages A, B, and C. This institution criticizes educational institutions equivalent to formal education. The concept of non-formal education is different from that of formal education in general, according to this study. In informal education, learning time is allocated differently from formal education, as is evident from the following: 1) formal education allocates learning time differently than equivalence informal education; 2) informal education students are not homogeneous, and their ages are not limited; and 3) the type of work determines attendance and activity levels in the classroom based on the type of work. The work environment affects a student's ability to learn in class

Community Learning Activity Centers (PKBM) usually provide these forms of non-formal learning, which generally lead to equity learning. As such, effective techniques and methods of teaching in the classroom must be carefully planned, including the development of media that are motivational and in line with the capabilities of the students to grasp the material. To ensure that students grasp the material being taught, this must be based on their grasping power. As part of a tutoring program, tutors should take into account two specific factors: age and occupation.

Therefore, this study will be concerned on those who schooled in PKBM Nurain as the equalified education for PAKET C. The researcher would like to analyze the classroom interaction that happen in English course. It is important to observe because the researcher would like to see teacher's strategy to handle the class or different students in different ages..

## **LITERATURE REVIEW**

Roestiyah (2007:35-36), defines the word interaction is one understanding of communication. Where interaction is defined as a two-way communication process that

contains the actions or actions of the communicator. In education, this kind of communication is referred to as educative interaction, namely the interaction that takes place within the bounds of educational goals.

Suryosubroto (2009:147) also explained in his book *Teaching and Learning Process in Schools* that interaction in the classroom is a reciprocal relationship between teachers (educators) and students (students), in a teaching system, interaction is an important factor in efforts to achieve the realization of a good teaching and learning situation in Learning Activities. The achievement of the objectives of the teaching process in good learning in learning activities, requires efforts to create good interactions between teachers (educators) who teach and students (students) who learn. He also gave an understanding of interaction, namely "the reciprocal relationship between teachers (educators) and students (students) in a teaching system"

The following are the types of interactions in tabular form based on the narrative above:

Table 1: The Features of Class Interaction

Experts	The Kinds of Class Interaction	Definition
Walls (2011)	Control of Interaction	Teachers can interrupt when they want, control the flow of the conversation, decide which turn to speak, and whether to go straight to the discussion or want to change the topic.
	Elicitation Technique	Teacher activities ask questions to provoke or get a response from students. This activity dominates class interaction
	Speech Modification	A teacher's way of speaking is slower, louder, and employs a number of rather long pauses and emphasis. Teachers also perform body language and facial expressions to help convey learning objectives
	Repair	Teachers provide feedback and improve student utterances orally
Sundari (2017)	Verbal Practice	The teacher gives directions, asks questions, delivers subject matter, and corrects students' verbal errors.
	Non Verbal Practice	Eye contact, facial expressions and body language
	Pedagogical Practice	Teacher warns and motivates
	Personal Practice	The teacher praises and does humor.

The aspects above are the types of class interactions described by the two class interaction figures. Based on the explanation above, according to Walsh (2011) there are four types of class interactions, namely; control of interaction, elicitation technique, speech modification and repair. According to Sundari (2017), the types of classroom interactions consist of verbal practices, non-verbal practices, pedagogical practices and

personal practices. In this study, the researcher used the basic type of class interaction from Walsh (2011) with elicitation specifications, because the majority of class interactions are dominated by teacher questions. Next, the researcher will describe the topic of concentration in this research which is called elicitation technique.

The types of questions that appear in class discourse (Long and Sato: 1983) in Inan and Fidan (2013) are echoic questions, which consist of derived types of comprehension checks, clarification requests and confirmation checks and epistemic questions consisting of referential, display, expressive and rhetorical. The types of questions that appear the most in class according to Long and Sato (1983) in Inan and Fidan (2013) are referential types and display types. In referential questions, the teacher asks more scientific and open-ended questions, most teachers do not know the answer and through this type of question the teacher hopes to get a more detailed response. These questions are called referential questions because they are designed to encourage discussion and debate, engage students and produce longer and more complex responses, they produce a more natural response by the learner. Referential questions often begin with a wh-question such as who, why, what.

## **RESEARCH METHOD**

Naturalistic qualitative research is research that studies people carried out in natural settings, and emphasizes more on the description of data obtained through field research. In this study, data were obtained using observation, interviews and document utilization. The scientific approach used in this research is to find out and understand how the implementation of educational interactions between teachers and students in learning English at PAKET C PKBM Nurain, Bone Bolango. Researchers use a scientific approach, namely in the study of educational science. Data analysis techniques in this study were acquired from qualitative research instruments. In this case, the researcher analyzed the data in a number of steps. Analysis of qualitative research in qualitative research involves three steps that occur together, according to Miles and Huberman (1992:16). There are three stages: removing data or selecting it, presenting it, and summarizing or drawing conclusions from it.

## **RESULT AND DISCUSSION**

Data description of this research contributes to interaction analysis of English class in learning process. Some points of this analysis could be systematically elaborated in teacher and students interactions in the class.

### **1. English Learning Process in Paket C, PKBM Nurain**

After carrying out direct observations on teaching practices three times in the classroom, two English teachers in Package C PKBM Nurain, collected data sources and strict sorting, then classification was carried out on elicitation data, then the total of two language teachers was obtained. English delivered 520 times of elicitation in class interaction.

Based on the results of data analysis, two main types of elicitation emerged, namely; echoic question and epistemic question. In this study, echoic questions consisting of elicitation comprehension check types appeared as many as 18 elicitations or 3.46%, clarification requests as many as 3 elicitations or 0.57% and confirmation checks as many as 25 elicitations or 5%. Epistemic questions consist of referential elicitation types as many as 131 elicitations or 25.19%, displays as many as 296 elicitations or 56.95%, expressives as many as 18 elicitations or 3.45%, and rhetorical as many as 28 or 5.38%. The English teacher at PKBM Nurain delivered much more elicitation in the form of epistemic questions, which was 90.97%, while echoic questions were 9.03%.

Due to the very low number of elicitation echoic questions, it can be seen that the teacher does not encourage students to be actively involved in classroom interactions by providing effective elicitations. Class interaction with effective elicitation is characterized by a lot of comprehensive input. The class interaction studied at PKBM Nurain found that there was an epistemic question that was much more dominating. Meanwhile, echoic questions or elicitation types that can increase negotiation of meaning, namely the exchange of information and knowledge that encourage understanding through negotiation are used. Because the interaction between teachers and students is not balanced, this results in more teacher-controlled class discourse and the low opportunity for students to contribute to classroom interactions using English.

Meanwhile, the dominance of the elicitation display type resulted in a lack of negotiation of meaning in the echoic question type. Echoic questions encourage students to interact more naturally in the classroom. However, some studies have stated that the

quality of class interaction cannot be seen only based on the highest number of certain types of elicitation. But what are the reasons behind asking certain types of questions depending on the context. The context in question is not only about the atmosphere when class interaction is taking place. But also how the background of the students, the language level of the students, and the competence of the students in the English lesson itself.

## **2. English Interaction in Paket C, PKBM Nurain**

### **a. Teacher-Students Interaction in Echoic Question**

Teacher-students interaction is a communication process that happened when the teacher gives a question to students and they respond it well. It is actually implied in ethoic questions. Echoic question is essentially a type of question that is continuous with each other in a flow of discourse on the opportunity for students to speak and when the teacher provides feedback.

#### **Comprehension Check**

[1] Context: The teacher invites students to discuss about event advertisement. Previously, the teacher said that social function is the same as purpose. Not long after, the teacher asked again what is meant by social function in advertisement

Teacher: ....*Social function is actually having similar context with the purposes of advertisement... Do you understand?*

Students: Yes

Teacher: ...***Social function seperti apa?...the similar purpose tadi apa?***

The elicitation proposed by the teacher in the data [1] above is to check whether the students have understood or not what was conveyed by the teacher a few moments earlier. When this elicitation gets a response from students, the teacher also knows which students are paying close attention and which are not. In addition, the teacher can measure the extent to which the elicitation success is delivered. In the context of data [1] above, when the teacher conveyed the sentence *social function seperti apa?*, the teacher previously explained some of the subject matter regarding event advertisement and social function of advertisement. Next, the teacher checks students' understanding, what is meant by social function. The teacher gives a hint that social function is the same as purpose. The purpose of the instructions is so that students can understand more easily, so they can answer the question.

Comprehension check elicitation is also used to find out to what extent students' understanding is related to the material that has been presented previously. Based on the elicitation, it is known that the teacher wants to measure the extent of the success of elicitation and the extent to which students understand what was conveyed before the delivery of elicitation in the data [1], so indirectly the teacher is conducting a formative assessment in language learning.

Thus, it can be seen that comprehension check is one type of elicitation that appears in this study. However, this comprehension check elicitation percentage only consisted of 3.46% of the total elicitation delivered by the English teacher at PKBM Nurain. The number of comprehension checks belonging to the echoic question is also very small when compared to the type of epistemic question. The discourse of the English class, which should give students the opportunity to contribute, was not facilitated by the teacher. Opportunities for students to practice language as a means of thinking and communicating are very minimal.

### Clarification Request

[3] Context: Previously, the teacher mentioned "bookstore". Some students imitated by saying "boxer" while joking. The teacher hears the word that has a resemblance to the "bookstore", then the teacher clarifies the student's statement  
Teacher: *...baiklah, yang kedua sekarang bookstore? Apa anak-anak?*  
Students: *boxer...boxer...boxer. mem!.*  
Teacher: *...what do you think about boxer? It is not boxer... tapi bookstore!*

The type of elicitation clarification request found in the class discourse in the data [3] above is applied by the teacher when students convey a word, namely 'boxer' after the teacher conveys the word 'bookstore' based on the text on the listening recording being discussed. Then, the English teacher asked the student who said 'boxer' to repeat what he said. This was done, one of the reasons so that other students also listened to the statements conveyed by the student. Moments after the teacher clarified the student's statement, the teacher immediately gave oral corrective feedback to correct the words conveyed by the students.

Thus, the type of elicitation clarification request is that which is conveyed by the speaker when the speech partner who has just spoken does not convey the word or sentence clearly. So, the speaker asks the hearer to repeat what he said. In the context of



classroom interaction where English learning occurs, the teacher asks students to repeat statements in the form of answers and opinions. This is done in order to clarify speech, focus the concentration of other students in the class to pay attention to their friends talking, and to build active class interactions. Active class interaction can be marked by the opportunity for students to convey their contributions in class discourse. Student activity in class can be facilitated by increasing elicitation of echoic question types, including elicitation clarification requests.

### **Confirmation Check**

[4] Context: The teacher and students listen to the listening recording in the form of a telephone conversation. The caller named Ricardo left a message asking Claudia to accompany him to Harris's birthday party. Then the teacher asked, what is the relationship between Ricardo and Harris and the evidence that shows if there is a relationship between the two

Teacher: *...what is the relation between them? Probably...mungkin kalau tidak salah "friend" right?*

Students: *friends mem..yess..*

Teacher: *.. apa kontent yang membuktikan mereka friends? Harris is Ricardo's friend? Because? Join in party....*

The elicitation of confirmation check on the data [4] above, was delivered by the teacher after one of the students answered the teacher's question that the relationship between Harris and Ricardo was a 'friend' relationship. The teacher asks what is the evidence that shows the existence of a friendship relationship. In this case, the teacher confirms the student's statement because the teacher is not so sure that the correct answer is so. The teacher believes that there is another answer that is more correct. Thus, it appears implicitly that the teacher actually has competence regarding the content of the lesson. This has also been supported by the teacher's statement asking students to complete the sentence that has been listened to by the teacher "join in party...."

Thus, elicitation of confirmation checks is intended not only to confirm student answers, but also to use them to analyze a question or a case. However, the analysis process here is not a scientific process that requires long steps, but is an analytical thinking process at the level of verbal interaction in the classroom. Based on the discussion above, it can be seen that echoic questions consisting of comprehension checks, clarification requests and confirmation checks appear in elicitation of class

interactions in learning English in Package C PKBM Nurain. However, the few types of elicitation echoic questions resulted in ongoing class interaction, which made students less opportunity to contribute in class interaction. More echoic questions are needed in order to build class interactions that are rich in comprehensive input and negotiation of meaning.

### Teacher-Students Interaction in Epistemic Question

Epistemic questions can be understood as questions that are substantive and also provoke verbal responses in the form of substantive answers. It means that the questions posed in the type of elicitation epistemic question encourage students to provide answers that are directly related to the content or subject matter

#### 1. Referential

[6] Context: The teacher plays a listening recording in the form of a conversation over the phone between two men. The man on the phone said that he was from the bookstore at the university to let him know that the book he had ordered had arrived. Then the teacher asks the following questions.

Teacher: *What is your mind about bookshop?*

In data [6] above, the teacher wants to know information about how students think when they hear 'bookshop'. Opinions based on the student's perspective like this, of course, the teacher does not know the answer. Because the real answer is in the minds of the students themselves, namely in the form of ideas, opinions, information and experiences that only students have. According to Long and Sato (1983) in Inan and Fidan (2012) who found the dominance of the referential question type in the class they studied, said that the type of referential question could encourage students to have critical and analytical thinking skills. Although the actual results still need to be studied more deeply, because each class discourse and class interaction has its own context. Therefore, the success of learning outcomes through questioning activities is not only based on the number of certain types of elicitation that are more dominant or not.

#### 2. Display

[8] Context: The teacher and students listen to the listening recording in the form of a telephone conversation between a man and a woman. The caller left a message for Claudia, the friend of the recipient of the call accompanied her to Harris' birthday party

Teacher: *What is... meninggalkan pesan in...?*

Elicitation in data [8] above is one type of display that occurs when the English teacher asks a question whose answer is already known. In this case, the teacher actually wants to test students' understanding of knowledge about vocabulary in the target language. The vocabulary in question is the English language of 'leaving a message', a vocabulary that is the topic of discussion in the day's subject matter. In learning activities for foreign language subjects and other subjects, the question of display types is often asked by the teacher to check students' understanding. Although the duration is too short to capture, remember and record who is active in class interactions, elicitation displays are also often used by teachers in conducting formative assessments. Formative assessment is a type of value measurement based on student achievement through daily learning processes as well as in certain periodic systems. The results of the formative assessment will be accumulated and become a material for consideration and decision making on the achievement of students' language learning in English subjects.

### **3. Expressive**

[10] Context: The teacher and students discuss a text with the topic message. The teacher said that a woman named Mila, a character in the text of the message, was planning a trip to Drini beach. Therefore, Mila left a message to her friend that she would be absent from school. Then the teacher asks the following questions.

Teacher: *Should it be good planning to Drini? All things good right?*

It can be seen that the type of expressive elicitation in the data [10] above was delivered outside of the learning materials delivered that day. Master expressed his expression that traveling to Drini beach was interesting and enjoyable. The teacher's elicitation invites verbal responses from students as well as asking for comments on what students think about travel to Drini beach. However, elicitation in data [10] above did not meet the indicators because there was no verbal response from students. The above elicitation was conveyed by the teacher because he wanted to show his attitudes, opinions and expressions regarding tourism to Drini beach to his students. However, students did not elicit any verbal response.

### **4. Rhetorical**

[12] Context: The teacher and students discuss the message left by a character (Mila) in the text being discussed. Mila is planning to go to Drini Beach on the weekend. The teacher asked what the writer had

planned and when the plan would be implemented. The teacher answered the question himself by answering "this weekend".  
Teacher: *What do you think of planning? Kira-kira kapan mereka merencanakan weekend-nya?... there was a message to cancel the plan?*

The data [12] above is one example of rhetorical elicitation which the English teacher answered by himself. The elicitation that asks when the plan will be implemented is not actually expecting a response from the students. Actually the teacher already knows the right answer, but the teacher still asks the students questions. In addition, the question was asked without giving a wait-time (the time between the questions asked by the teacher and the students' thinking process before stating the answer). This indicates that the elicitation belongs to rhetorical elicitation.

Thus, the type of elicitation epistemic question consists of sub-types of referential, display, expressive, and rhetorical elicitation. Each type of elicitation appears in the research at PKBM Nurain. The highest number is on the type of elicitation display. This shows that the majority of the questions asked by the English teacher at PKBM Nurain have the answers prepared beforehand. Like teachers in general who have made scenarios and lesson plans, teachers also prepare materials and questions.

The teacher asks display type questions because they want to test knowledge and check students' understanding. In addition, with the number of epistemic questions far exceeding the echoic questions, it means that the negotiation of meaning and scaffolding aspects are not going well. This shows that the class interaction that takes place at PKBM Nurain does not provide students with opportunities to contribute to class discourse. As a result, class interactions are severely lacking in comprehensible input and verbal responses in the target language. Because the fundamental purpose of learning a language is to use it, not just to learn how it is structured and grammatical.

### 1.1. Discussion

The process of learning English at PKBM NURAIN was quite conducive. The students are kind to the teacher. They pay attention when the teacher explains the material. They also complete the task as asked by the teacher. They also carry out activities by practicing dialogue. This was conveyed by her English teacher that "they are quite good

at paying attention, some students are not noisy. But they instead focus on the task or practice the dialogue that is asked by the teacher (In.T.1.FU)”.

Students practice the expressions asked by the teacher, even though the teacher does not ask. They participate in class discussions. This may be influenced by the use of media (such as computer programs and textbooks) that are quite attractive to students. It may also be because there are not too many students in the class. They were only 20 students in one meeting. There is enough time and attention given by the teacher to all students.

Elicitation that functions as a building on thinking means that elicitation serves to build students' thinking concepts—especially those related to the subject matter and theme. For example, the teacher wants students to think more deeply about the topics discussed that day. The material presented is about 'message' which is played through audio recordings with listening skills. Previously, the teacher asked questions that asked students to focus on the contents of the audio recording containing the conversation of the two people, one male and one female. Until then in line 48, it appears that students have not answered according to what the teacher expected. Meanwhile, the teacher does not provide a wait time between the questions submitted and the opportunity for students to respond to their questions. Thus, overlapping occurs (stacked questions without pause) which causes students to be confused to express their opinions.

However, the elicitation still functions as a building on thinking because it encourages students to develop thinking using concepts and provokes ideas from students' opinions. In the conversation on the listening recording, it is not explicitly shown that the caller wants to talk to Claudia. In the classroom, students' practice is strictly limited to what the teacher asks them to do. They never practice English outside of class. Use of English only in class activities. When they will ask their friends or teachers, they use Indonesian. They feel ashamed. They have no confidence. They don't believe in their own abilities. They always think that they will make a mistake and their friends will laugh at them. One thought that always comes to their mind is that they don't know a word of English. They lack vocabulary (I.S.1.Su, I.S.2.Im, and I.S.3.He). They say that in class, their friends and even their teacher never speak English. Class conditions do not support them to speak in English. If there is a speaking activity requested by the teacher they are willing to practice it.

## **CONCLUSION AND SUGGESTION**

Referring to the finding and discussion above, the conclusion of this research could be systematically presented in the following points. 1) Due to the very low number of elicitation echoic questions, it can be seen that the teacher does not encourage students to be actively involved in classroom interactions by providing effective elicitations. Class interaction with effective elicitation is characterized by a lot of comprehensive input. The class interaction studied at PKBM Nurain found that there was an epistemic question that was much more dominating. Meanwhile, echoic questions or elicitation types that can increase negotiation of meaning, namely the exchange of information and knowledge that encourage understanding through negotiation are used. Because the interaction between teachers and students is not balanced, this results in more teacher-controlled class discourse and the low opportunity for students to contribute to classroom interactions using English. 2) Based on the results of observations in the classroom, it is known that the type of elicitation display dominates the classroom interaction, followed by referential in learning English at PKBM Nurain. Broadly, the reason is that the teacher asks more questions whose answers have been prepared in advance by the teacher. The teacher has mastered the material and learning topics, then the teacher holds a question and answer session with students using the source of the subject matter. As a result of the dominance of such questions, students have less opportunity for higher-order thinking. Because elicitation of this type of display is at the level of cognition of knowledge and understanding, not to the level of analytical and evaluative thinking.

As suggestion, teachers should record using a video or audio recorder for a duration of 15 minutes. Then, the teacher conducts an independent evaluation. By recording their own class discourse, the teacher can check how the class discourse has been so far and whether the ongoing class interactions have an impact on increasing students' learning and language acquisition or not. This technique has also been suggested by Steve Walsh (2011) in his book *Exploring Classroom Discourse* as part of the principle of reflective teaching.

## **ACKNOWLEDGEMENT**

The authors are grateful to the Faculty of Letters and Culture, Universitas Negeri Gorontalo for supporting all this research, especially for those who have been participants in this research. They are students of PKBM Nurain, Kabupaten Bone Bolango.

**REFERENCES**

- Danial, H, Idul, R. 2020. Preferensi Peserta Didik terhadap Umpan Balik Guru pada Kemampuan Menulis Bahasa Inggris di Sekolah Menengah Kawasan Teluk Tomini. *Jurnal KIBASP* Vol. 4 (01), 36-48, 2020
- Danial, H, Idul R, Usman, ZR. 2021. English Interaction in EFL Context by Using the Virtual Platform at the Coastal Area School. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya* Vol. 7 (4), 197-204, 2021
- Danial, H, Basalama, N, Kasim, R. 2022. A Learner Centered Approach: ESP Need Analysis in Pandemic Learning Activities for Non Formal Students in High School Equivalency, Coastal Area of Bone Bolango. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya* Vol. 8 (2), 677-682, 2002
- Richards, J.C. 2014. The Changing Face of Language Learning: Learning Beyond the Classroom. *RELC Journal*, (2014), 1-18. DOI: 10.1177/0033688214561621.
- Roestiyah N.K. 2007. *Masalah Pengajaran*, (Jakarta: Rineka Cipta, 2007), h. 35-36.
- Slameto. 2008. *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, cet. 4, 2008), h. 98
- Sujana. 2005. *Teori Belajar*, (Jakarta: Fakultas Pascasarjana IKIP Jakarta, 2005), h. 5.
- Sundari, H. (2017). Classroom interaction in teaching english as foreign language at lower secondary schools in Indonesia. *Advances in Language and Literary Studies*, 8 (6): 147-154
- Sunhaji. 2014. "Konsep Manajemen Kelas dan Iplikasinya dalam Pembelajaran", *Jurnal Kependidikan*, Vol. II No. 2, Noveember 2014
- Suryosubroto. 2009. *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 2009), h. 147.
- Suyudi, M. 2005. *Pendidikan Dalam Perspektif Al-quran*, (Yogyakarta: Mikraj, 2005), h. 54.
- Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.
- \_\_\_\_\_(2011). *Exploring classroom discourse: Language in action*. London: Routledge.
- \_\_\_\_\_(2002). Construction or obstruction: teacher talk and learner involvement in the EFL classroom. *Language Teaching Research* 6,1,3-23
- Widyastuti, R. 2016. "Pola nteraksi Guru dan Siswa Tunanetra SMPLB A Bina Insani Bandar Lampung", *Al-Jabar*, Vol. 7 No. 2, 2016