

EFL Classroom Interaction through Contextual Teaching and Learning: A Qualitative Study

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Abstract

Contextual teaching and learning (CTL) and classroom interaction are closely intertwined and have a significant influence on each other. The latter enables students to ask questions, seek clarifications, and receive immediate feedback. This qualitative research aimed to explore classroom interaction and the various patterns of interaction among students in an English as a Foreign Language (EFL) class using CTL as the teaching approach. Data were collected through observations, video recordings, and questionnaires, which were then analyzed using a series of stages, namely data reduction, data display, categorization, and drawing conclusion. The findings revealed that classroom interaction occurred in three phases: pre, whilst, and post-activities. The study also unveiled three types of interaction patterns, namely clarification requests, mime, and confirmation checks. The percentage of interaction between the teacher and students was 94.28%; between students and the teacher was 82.85%; and between students themselves was 88.57%. The most common interaction patterns were clarification requests (80%), mime (71.42%), and confirmation checks (65.71%). These results indicate that the teacher effectively implemented CTL in the EFL teaching and learning process, fostering active and communicative engagement between the teacher and students. Future researchers are encouraged to explore the implementation of CTL components in classroom interactions within English language teaching activities.

Keywords: *Classroom Interaction, CTL, EFL*

INTRODUCTION

Language is a means of communication that is used to share information, ideas, thought, and feeling with others (Sirbu, 2015, Kurniati, 2017). Also, language serves as a tool to interact with others in which two or more people engage in a dialogue with each other. According to Brown (2007), the core of communication is interaction; interaction is what communication is all about. In this case, the emphasis is placed on the interaction process to enable the speaker and his partner to exchange feedback (Rabiah, 2012, Hornbæk & Oulasvirta, 2017). Through interaction, students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problem solving tasks, or dialogue journals (Rivers, 1987). Interaction happens wherever and anytime, including in a classroom setting, as long as people are communicating with one another, taking action, and receiving a reaction from one another.

Essentially, interaction is the cooperative expression of thoughts, emotions, or ideas by two or more individuals, which has a reciprocal impact on each other (Biswas, 2015, Tiwari, 2021). Theories regarding communicative competence underscore the significance of interaction, as individuals use language in different contexts to "negotiate" meaning, which can be simply put as the process of transferring an idea from one person's mind to another person's mind (Brown, 2000). In addition, Rivers (1987) discovered that interaction was the primary source of communication. The students in a classroom can develop proficiency in a language when they concentrate on transmitting and receiving genuine messages. These messages should consist of engaging information that is relevant to both the speaker and listener, which is the basis of interaction. Interaction among learners and interaction between learners and teachers both are equally important. Dysthe (1996) and Poonam (2017) state that providing learners with interactive activities is crucial for enhancing classroom interaction and promoting effective English language instruction. Some researchers such as (Malamah-Thomas, 1987, Dysthe, 1996, and Poonam, 2017) proposed that to ensure that communication between the students occurs, the teacher must engage in several forms of interaction. They also emphasized the use of a range of resources to achieve communication. Thus, it may be concluded that communication among students and between teachers and students occurs throughout classroom interactions and the teacher must be able to keep the students' engaged attention and active involvement.

Currently, there is a trend to embrace the concept that students can achieve better academic outcomes if teachers create a natural and immersive learning environment (Shernoff & Csikszentmihalyi, 2009, Ballantyne & Packer, 2009). Students must actively interact with

the subject matter to learn it meaningfully, rather than just absorbing facts about it (Bretz, 2001, Vallori, 2014). The teaching aimed only at subject mastery is inadequate in terms of empowering students to tackle problems throughout their lifetime (Kasihani, 2022). Here, Contextual Teaching and Learning (CTL) is believed to be a learning method that can encourage the students to get involved in the teaching and learning activity by presenting meaningful learning that is linked to real-life contexts.

CTL applies the principle of student-centered learning by placing students as active participants in the learning process. CTL, according to (Hudson & Whisler, 2007, Satriani et al., 2012, and Roza et al., 2019) is a learning concept that helps the teachers relate the materials which are taught with the real-world situation of the students. By adhering to this idea, students are expected to be able to solidify, broaden, and apply their academic knowledge and skills in a range of classroom and extracurricular contexts in order to address the stimulated or real-world problem (Dewi & Primayana, 2019).

In a classroom that follows the CTL approach, the teacher's primary responsibility is to assist students in achieving their objectives. This entails prioritizing instructional strategies over simply imparting information. The teacher assumes the role of a facilitator who collaborates with the class as a team to generate fresh ideas for the students. The teacher supports the students throughout their learning process, applying the various components of CTL during instruction to create an active and engaging environment for English language acquisition.

Based on the aforementioned problems, this study sought to answer the questions below:

1. How did the classroom interaction occur in the EFL Teaching and Learning Process through CTL?
2. What Types of interaction occurred during the EFL Teaching and Learning Process through CTL?

LITERATURE REVIEW

Classroom Interaction in English Language Teaching

One of the critical aspects of English language development is the interaction that takes place both between teachers and students and among students in the classroom. Language learning is facilitated through these interactions, and the classroom environment plays a crucial role in this process. According to Cha (2015), the dynamic exchange of ideas, information, and

feedback that takes place in a classroom setting between teachers and students is referred to as classroom interaction. It involves a variety of communication techniques, including questioning, discussion, collaboration, and verbal and nonverbal cues. Havik & Westergård (2020) states that a key factor in encouraging student involvement, knowledge, and academic accomplishment is effective classroom interaction. It can enhance the learning environment and facilitates a range of academic activities during the teaching and learning process (Solheim et al., 2018).

Furthermore, according to Rivers (1987), classroom interaction during the process of teaching and learning involves actions such as mime, requests for clarification, and confirmation checks. Mime means the student substitutes nonverbal behavior, such as clapping, nodding, or waving, for a word or action from the language (Manzano, 2018, Arum & Taufiq, 2019). Mime is therefore a language learner's interaction to replace words or to make conversation clear (Chaika, 1982). For example, student A says, "*They gave Lucy a birthday greeting and shook her hand*" (acting as if shaking hands). Otherwise, the request for clarification involves all forms of expression aimed at obtaining clarification of the preceding statement. These forms may include WH-questions, yes/no questions, un-inverted intonation, tag questions, and even statements such as "*I don't get the point*" or "*Say once again*" (Purver, 2004, Pica, Teresa, and Doughty, 1985) For example student A says, "*Class is over*" Student B responds, "*What? Say again please!*" Therefore, when a learner tries to elicit clarification using WH-question, yes/no, and tag-question, it is a language learner interaction. Verbal communication also commonly leads to misunderstandings or requests for explanations. Sometimes the recipient may not fully understand the addresser's intentions (Malamah-Thomas, 1987). Confirmation **checks** on the other hand **are** the quickest approach to get confirmation by saying the words or phrase again. This is asking questions right after the previous speaker finishes speaking to ensure that their words have been heard and understood. They are distinguished by the speaker's prior statements being repeated in full with rising intonation. (Pica, Teresa and Doughty, 1985). For **example**, student A says, "*When did the train arrived?*" Student B responds, "*The train arrived??*" "*The train arrived yesterday*" As a result, confirmation check refers to an interaction in language learning where the learner uses a rising intonation to repeat the previous speaker's utterances in order to seek confirmation.

Teaching and Learning through CTL

Contextual Teaching and Learning (CTL) is a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what

they are expected to learn and to construct new knowledge from the analysis and synthesis of this learning process (Hudson & Whisler, 2007). The CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers (Berns & Erickson, 2001, Johnson, 2002). Having comprehended the concept of CTL as described above, we can infer that the objective of CTL learning is to provide a holistic educational experience that enables students to grasp the relevance of their learning to real-life situations. This involves the integration of various aspects of life such as personal, religious, social, economic, and cultural, among others, to equip students with knowledge and skills that can be practically applied in their lives.

The effective teaching and learning process in a CTL classroom requires active involvement from both the teacher and the students, involving various strategies. For the class to be engaged and responsive, communication between the teacher and the learners is crucial. The teacher should provide the necessary materials, explain the procedures for discussion, and ensure that students understand the materials. If the students encounter any difficulties, the teacher and other students should collaborate to find solutions. Communication opportunities should be created for students to interact with their peers, the teacher, and the real-world situations related to the topic. The CTL approach emphasizes the relevance of materials taught to the real-world situations of students. The teacher should select appropriate materials, design topics that reflect the student's understanding, and ensure that the lesson plan reflects the components of CTL. The instructional objectives and media used should relate to the topic under discussion to simplify the purpose of the teaching-learning activity.

To ensure the teaching and learning process is successful, the teacher must prioritize the seven key components of CTL, which include Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, and Authentic Assessment. *Constructivism* is a method where students construct their own understanding based on initial knowledge through social interaction, assimilation, and accommodation. *Questioning* involves the teacher's role in facilitating, directing, and evaluating the thinking abilities of the students during the teaching and learning process. *Inquiry* involves moving from observation to understanding and promotes critical thinking skills. Both the teacher and students participate in questioning, with the former guiding and assessing thinking skills and the latter contributing to inquiry-based learning. *Learning community* involves a group of students who participate in learning activities, exchange, and share experiences. *Modeling* involves displaying examples for students to imitate, practice, apply to other situations, and develop skills. *Reflection* involves

evaluating learning activities and thinking about what has been learned. *Authentic assessment* is used to measure and make decisions about students' authentic knowledge and skills, using methods such as evaluating product ratings, performance appraisals, portfolios, contextual tasks, self-assessment, and peer assessment.

Previous Studies on Classroom Interaction through CTL

There were some previous studies regarding EFL classroom interaction using CTL in the teaching and learning process, some of which are described as follows.

The first study was conducted by Ratnawati & Romansyah (2022) regarding the interaction process among teachers and students in the learning process in an academic atmosphere and classifying the types of classroom interactions implemented during the meetings. This study employed a case study and used video recording and observation as research instruments. From this study, it was known that the interaction process among teachers-students, and students-students ran well throughout the REACT (reflecting-engaging-activating-cooperating, transferring erring) instructional stages of CTL even though some students experienced that learning English was their first experience in the new normal of the face-to-face meeting. Some pattern interactions were also clearly described and discussed regarding the type of classroom interaction. From the results that have been elaborated, the researchers recommended applying the same interaction pattern at any educational level.

The second study was entitled “Foreign Language Classroom Interaction: Does it Promote Communicative Skills” by Some-Guiebre (2020). In this study, the researcher examined the interactions between teachers and their students. Furthermore, the researcher seeks to understand the extent to which they can be conducive to communicative skills. This study used a qualitative method. The technique used to collect this data in this study was observation and interviews. The participants were high school classroom teachers and their students. The results showed that the nature of the interaction was determined by the control and elicitation techniques used by teachers which often limited the opportunities to communicate.

The third study regarding classroom interaction practices based on the experienced teachers' perspectives at Junior High School was carried out by Sundari (2017). This study was qualitative. Twenty experienced English teachers from eight SMP in Jakarta were taking part as research participants. The data were gathered through interviews, FGD, and observation/recordings. Then, the collected data were analyzed qualitatively. Major findings suggest some categories emerged as five-dimensional elucidation of classroom interaction

practices for SMP in teaching English as a foreign language. The verbal interaction dimension covers the medium of instruction used in the classroom and the forms of teacher input and students' output; as well as a non-verbal dimension in bridging the communication breakdowns. Pedagogic interaction then reveals the teachers' concerns about class management in a language learning environment. Furthermore, the personal dimension indicates that teachers are aware of their roles to build a good rapport with the students by giving praise and humor.

The fourth study was entitled "The Analysis of Teacher Talk and the Characteristic of Classroom Interaction in English as a Foreign Language Classroom by Putri (2015). This research employed observation sheet, questionnaire, and video recording in order to reach the objectives. Using an observation sheet, it was discovered that all categories of teacher talk existed in the classroom. However, asking questions and lecturing were the dominant ones. Perceptions that were gained by making use of questionnaire supported the finding of the categories of teacher talk in which students perceived that their teacher was more likely to influence them indirectly by asking many questions to involve them in the interaction. Then, this teacher talk type was in line with the characteristic of classroom interaction identified by using video recording which was discovered to be content cross. This kind of interaction indicated that the teacher relied hard on asking and lecturing the students.

Comparing the previous and the present studies, the topics are principally the same, but the perspectives are different. All are related to classroom interaction in EFL settings in the context of the application of CTL. When the previous study is more focused on analyzing classroom interaction in a non-CTL context, even though a study by Ratnawati did it in a CTL context with distinguished types, the present study gives more attention and interest in the exploration of interaction in a CTL classroom by applying the seven-component existing in the approach. In addition, while the previous studies centered on aspects such as the process of interaction, development of communicative skills, perspectives of experienced teachers, and teacher talk, the current study specifically examines EFL classroom interactions within the framework of contextual teaching and learning. Moreover, while the previous research primarily focused on the types of teachers talk during classroom interactions, the present study places equal emphasis on interactions from various perspectives, including teacher-student and student-student interactions, making it more comprehensive in scope.

METHOD

Research Design

This study utilized a qualitative approach to investigate the interactions that occur between students and their peers, as well as between the teacher and students, within a CTL environment. The researcher observed and described various aspects of these interactions, such as the teacher-student dynamic, the learning environment, and the overall teaching and learning process. The primary focus of this study was on the process of teaching and learning, rather than on the outcome. To observe these interactions during the teaching of English through CTL, the researcher used a video recorder to capture the teaching and learning process and also interviewed students and distributed questionnaires to gather their impressions of the teaching and learning experience both during and after the process. Specifically, the procedure for conducting this research included several steps, such as consulting with the teacher about the subject matter being taught, observing the teacher's approach to the teaching and learning process, and reviewing video recordings of the classroom activity. Additionally, to gather more precise data, the researcher distributed questionnaires to the students and conducted interviews with them. Finally, all of the gathered data was analyzed to conclude.

Participants

The study involved 35 high school students and their English teacher who belonged to the MIPA Class. The students were a mix of different genders, ethnicities, and socioeconomic backgrounds. The English teacher had more than a decade of teaching experience and holds a bachelor's degree in English. Additionally, she had completed a certification course in teaching English as a foreign language. The reason for selecting this class was that the teacher frequently utilized CTL in her teaching, which was evident from her lesson plan. The researcher also concurred with this observation. The MIPA Class was chosen as the researcher believed that these students would be better equipped to engage with the activities compared to other classes, given their superior academic standing within the school.

Data Collection Method

This study employed multiple methods of data collection, including observation, questionnaires, and interviews. The researcher's focus during the observation was on the interaction between the teacher and students during the teaching and learning process. The researcher captured the process through video recording. Questionnaires were distributed to all students to obtain their opinions and ideas on the teaching and learning process through CTL.

The questionnaire items reflected various types of interaction, such as mime, requests for clarification, and confirmation checks. In addition, the researcher conducted interviews with a few students from the class, recording and taking notes of the information obtained. The aim of using these methods was to triangulate any incomplete data related to classroom interaction during the process of teaching English through CTL and to ensure appropriate data collection.

Data Analysis

The collected data from the various instruments were subjected to qualitative analysis. The researcher utilized the steps suggested by Moleong (1990) for data analysis. Firstly, the collected data were abstracted to be treated as a single unit. Secondly, the researcher interpreted all available data by selecting them into an abstraction, while ensuring their relevance to the research question. Thirdly, the researcher identified the data based on the unity of meaning, paying attention to the terminology used by the students to distinguish between the various activities during the process. Fourthly, the data were categorized based on the research question. Fifthly, the data were interpreted into a substantive theory about the research on CTL after categorizing. Finally, the researcher concluded by describing the findings of the study. In order to enhance the validity of the data in this study, the researcher employed the technique of triangulation. In this case, the data collected through observation was validated through interviews, combining both methods to corroborate the gathered information.

This section is written in 12pt Time New Roman 1.5 space with indent. The headings are bold and centered. This section illuminates the research methodology which comprises the research approaches, design, and procedure and data analysis. Specifically, it presents the setting and population as well as sample. Also, highlight the sampling method, the use and reasons for the use of data collection method or procedures. Also, presents the design and procedure of instruction with subheading.

FINDINGS AND DISCUSSION

RQ1: How Classroom Interaction Occurred in the EFL Teaching and Learning Process through CTL

Regarding this issue, the researcher observed the teaching and learning process in the EFL classroom where CTL was implemented. The observation was focused on the three phases of the process, namely Pre-activity, Whilst-activity, and post-activity, and the findings can be presented as the following.

Pre-activity

To begin the class, the teacher entered the room and greeted the students. The teacher then requested the class captain to lead a prayer and the students continued greeting the teacher. The teacher responded to the students' greetings in a friendly manner. Afterward, to establish a good relationship with the students and create a lively start to the lesson, the teacher inquired about the students' general well-being, such as their health, breakfast, and emotions. Some students responded positively, indicating that they were feeling well, had breakfast, and were happy. Then, the teacher introduced the topic to be discussed and attempted to inspire the students to explore the topic themselves. Based on the preceding activity, it can be inferred that the teacher primarily initiated the interaction, specifically, a teacher-student interaction occurred during the activity. In the classroom interaction, there is the involvement of two-way interaction and an active participation between teachers and students (Tambunan et al., 2020).

Whilst-Activity

In this phase, the teacher requested the students to provide answers to a question by asking them to list several things related to movies. For example, when the teacher inquired, "Can you name some types of movies you know?", the teacher anticipated the students to utilize their previous knowledge and discover the genres of movies they were familiar with. The teacher applied "inquiry" in this activity. Then, the students responded by listing "Horror, action, comedy, drama, fantasy, mystery, and romance." The teacher purposely allowed the students to express their thoughts about the subject being discussed and noted down all their responses. The teacher hoped that from the students' answers, they could determine one topic for discussion later. The students indicated their preference for "comedy," which happened to be the topic for discussion. The teacher highlighted the word "comedy" and announced that it would be the topic of discussion. The teacher then proceeded to inquire about the meaning of "comedy." The majority of the students promptly responded, "Funny Film." One of the students added that "funny film" was film that make people The teacher then reinforced by stating "Laugh" The student repeated the teacher's response, and together they came up with the definition that a comedy was "a film that made people laugh." By using this approach, the teacher assisted the students in constructing their prior knowledge based on their experiences or encouraged the students to engage in their self-regulated learning.

Afterward, the teacher presented a picture of a "farce" to the students as an example. The teacher then requested the students to identify which type of drama the picture represented. The students seemed uncertain and responded with /fa:s/, but some said, "/farc/." The teacher

was surprised by her students' pronunciation of the word "farce." Therefore, she instructed the students to repeat the word after her several times. This procedure was critical because the teacher modeled the correct pronunciation for the word and encouraged the students to imitate it. This activity exemplified the teacher's utilization of modeling, reflection, and authentic assessment.

When the teacher presented the picture of "stand-up comedy," the students had varied opinions after viewing it, which was fascinating. Some students labeled it as "standup comedy," while others called it "parody." The students, along with the teacher, eventually concluded that it was a parody since it included more imitation of a person's style humorously. The teacher then requested that the students briefly explain the specific characteristics of parody. One of the students suggested that parody included humor for critical purposes. The teacher frequently verified the students' responses, asking, "Are you sure?" to keep them engaged and enthusiastic during the activity. The teacher also provided positive reinforcement to the students, stating, "Well, good job! You know a lot about movies." This activity indicated that the teacher controlled the interaction by asking the students to respond to her questions related to the subject matter. In a previous study conducted by Qashoa (2013), it was also discovered that teachers devote a significant portion of their instructional time to conducting questioning sessions. The dynamic of teacher questioning and student answering in the classroom is regarded as an effective teaching method for uncovering challenges, assumptions, and new knowledge. To invigorate classroom questioning, teachers should carefully craft questions that can broaden students' understanding and stimulate creative thinking.

Additionally, the teacher instructed the students to collaborate in groups to discuss the given pictures. Before that, the teacher introduced the topic and provided an example by presenting a movie picture and describing it, asking the students to observe and describe it. The teacher then asked questions such as "What type of movie is it? Do you think it's a comedy or a romance? How do you know? Do you enjoy both of these genres? Why or why not?" Subsequently, the teacher transcribed all the students' responses as simple paragraphs on the blackboard. For instance: Drama is a work that contains a love story. It is a relationship between a man and a woman loving each other, it usually ends with sadness. This activity was mainly intended for modeling.

After presenting the model to the students, the teacher instructed them to begin working in groups and provided guidance on the procedures to follow. The teacher then monitored the students' progress by visiting each group and actively engaging with them to assist. The students were eager to participate in the activity and enjoyed discussing the topic. They were

free to converse about the subject, consult the dictionary, ask questions, and make jokes with their peers. It appeared that the students did not face any significant difficulties in comprehending the topic, as those who had prior knowledge helped those who did not, and if they were uncertain about certain words, they asked their groupmates or neighbors for assistance. This activity incorporated learning community, constructivism, inquiry, and questioning.

When the teacher designed the process of teaching and learning in the group discussion, the three types of interaction (teacher to students, students to teacher, and student to student interaction) occurred frequently including clarification requests, mime, and confirmation checks as well. However, in the process of Learning Community here (working in groups), the students dominated the interaction. They helped their friends who did not know and asked the others when they did not know. In this case, they helped each other in their interaction. Besides, the teacher-student interaction occurred when the teacher asked the students whether they had a problem or not during the activity. While the student-teacher interaction (the students initiated the interaction) occurred when they asked the teacher to get the teacher's help.

The teacher prompted the students to be mindful of their time and work efficiently during their group discussions, as the outcomes would be presented at the end of the teaching session. Throughout the activity, the teacher closely monitored the students' progress by offering guidance, asking questions, and providing feedback. Finally, the teacher instructed the students to complete their work and present their discussion outcomes to the class.

At the start of the presentation, the teacher requested that students from each group present the outcomes of their discussions to the rest of the class. The teacher instructed the remaining students to observe as the presenting group performed. In this way, the other students acted as the audience. Additionally, the teacher provided support to the presenting students, guiding them to perform well. The teacher evaluated each group's presentation by offering comments and examples. When Group 2 ended their presentation, the instructor noticed that one of the participants had trouble pronouncing the word "genre". The teacher then asked the students to repeat the word as if she had spoken it correctly. She said, /ʒɒn. rə/. The students replicated the pronunciation of the word as it was directly pronounced. Once again, she said, "film genre" /film/ ʒɒn. rə/." The students spontaneously replied to what the teacher said. The teacher utilized modeling, reflection, authentic assessment, and constructivism in this context. During their presentation of the discussion outcomes, it appears that the students engaged in classroom interaction with one another or student-student interaction. They utilized both verbal and non-verbal forms of communication, including clarification requests, confirmation checks,

and mime, to enhance the clarity of their communication. Following each performance, the teacher instructed each group to affix the outcomes of their discussion onto the wall. Subsequently, the teacher directed the students to rotate and examine other groups' discussion outcomes, seeking out errors in text, and incorrect sentence structure, and identifying which tenses were unsuitable.

Post-Activity

During this phase of the teaching and learning process, the teacher provided a review, conclusion, and reflection on the activities that had just been completed. As the teaching-learning activity ended, the teacher also assigned homework to the students, instructing them to analyze their peer's work and identify any mistakes. This demonstrated the teacher's expectation that the students would assess their own strengths and weaknesses and use this self-assessment to construct and improve their knowledge. Finally, the teacher ended the teaching-learning process on a positive note by bidding farewell to the students. During the post-activity phase, the interaction was primarily between the teacher and students, with the teacher initiating the interaction by asking the students to respond to the recently learned material. According to Sert (2019), similar to teachers in other subjects, EFL teachers engage in continuous multitasking while conducting their teaching and learning activities. They handle materials, content, and organize and construct learning environments. They take the lead by initiating discussions, responding to student inquiries, assigning tasks, and concluding the class on a positive note.

RQ2: The Types of Interaction Patterns Occurred during the EFL Teaching and Learning Process through CTL

The interactions that occurred during the teaching and learning process through CTL were analyzed by observing video recordings. Three types of classroom interactions were identified namely teacher-student interaction, student-teacher interactions, and student-students interaction. The researcher also found the patterns of interaction which happened in the classroom including verbal and non-verbal interactions such as clarification requests, mime, and confirmation checks. Each type of interaction and its patterns can be described as follows.

Teacher-Students Interaction

During the interaction between the teacher and students, the teacher employed various verbal cues such as expressions like "okay," "good," "that's right," "very good," "right," "good

job," "exactly," "well done," and so on. Additionally, the teacher frequently utilized non-verbal cues like nodding her head and thumbs-up gestures to communicate with the students. The teachers have a pivotal role in determining the extent and nature of classroom interaction that takes place during learning and teaching activities (Hargreaves, 2000, Rabiah, 2012). According to the questionnaire, it was found that 82.85% of the class actively engaged in classroom interaction during teacher-student exchanges. In these instances, it was the teacher who initiated the interaction. However, upon reviewing the video recording, it was evident that the teacher regularly encouraged students to share their opinions or express themselves when they encountered difficulties during the activity. This approach aimed to provide students with opportunities to speak up in the classroom. This aligns with the findings of research that confirm the significance of teacher-student relationships in fostering growth within the classroom. It is through these relationships and interactions that we can truly comprehend the concept of engagement (Pianta et al., 2012).

The teacher-student interaction commenced when the teacher initiated the class by greeting the students and engaging them through relevant questions about the topic. This exchange of greetings and topic-related inquiries can be considered as an interaction between the teacher and the students. The teacher's intention was simply to create a warm and comprehensible learning environment, ensuring that the students understood the subject matter being discussed. Throughout the entire teaching and learning session, the interaction between the teacher and students remained consistently active. Towards the conclusion of the activity, the teacher expressed her willingness to assist the students with any difficulties they encountered. As a result, most of the students eagerly sought the teacher's attention and assistance.

The observation results also captured the teacher's dedicated efforts in educating her students. She made utmost efforts to organize the teaching and learning process effectively. One way she facilitated the students was by encouraging them to ask questions whenever they encountered difficulties. Additionally, she frequently provided support to the students and encouraged them to express their ideas in English. To make the classroom environment more engaging during the teaching and learning activities, the teacher invited the students to form small discussion groups. She prepared interesting and enjoyable materials which she distributed to each group. However, before that, the teacher carefully selected materials that were relevant to the students' real-world situations. By providing such materials, the teacher aimed to generate greater interest in the discussions among the students. She also instructed them to document the outcomes of their discussions using their own ideas. The efforts made

by the teacher are consistent with the statement of Entusiatik & Siregar (2022) who recommend that the teacher carefully consider the structure of learning activities in order to cultivate a favorable classroom interaction among learners, between learners themselves, and between learners and the course materials. Throughout this activity, the teacher firmly believed that the students actively and creatively engaged in constructing their own understanding based on their prior knowledge and experiences. Consequently, the students were able to assess and evaluate their strengths and weaknesses. The teacher's role in this context was solely that of a facilitator and motivator.

Students-Teacher Interaction

Fundamentally, the interaction between students and the teacher took place when the teacher organized them into discussion groups. Throughout the activity, numerous questions were generated by the students. Each group's members displayed enthusiasm by posing questions to the teacher regarding the topic at hand. This type of interaction also occurred when students sought assistance from the teacher regarding the challenges they encountered while working on their discussion tasks. The result of the questionnaire indicated that there were 74.28% of the students requested the teacher's support in overcoming difficulties during their English learning process. This indicates that students relied on the teacher to help them resolve issues within the teaching and learning activities. The data are corroborated by earlier research findings (Pianta et al., 2012, Songbatumis, 2017) that highlight how teachers assist their students in language teaching through the implementation of various techniques. These efforts aim to create a conducive learning environment for students and enable them to overcome difficulties in learning English. Therefore, teachers must be mindful of their student's learning difficulties and make concerted efforts to alleviate these obstacles as well as foster student motivation to learn.

The interaction between students and the teacher primarily occurred within the group work process. From the data, it was evident that students eagerly approached the teacher when faced with problems during the activity. As soon as the teacher distributed materials to each group, one student raised her hand and asked the teacher several questions. The students demonstrated a keen interest in asking questions and receiving individual attention from the teacher. The teacher responded to these questions with delight. Most students in each group actively participated in the activity, engaging themselves by posing questions to the teacher. Similarly, the teacher enthusiastically welcomed and addressed all the questions directed toward her.

During the group work process, the teacher demonstrates a high level of concern for the students' activities within their respective groups. She actively participates alongside the students to help solve problems and provides opportunities for them to express their opinions. The teacher ensures that she responds to all the requests directed at her. She guides the students to perform to the best of their abilities. However, to assist the students, the teacher refrains from providing direct answers. Instead, she encourages the students to rely on their own opinions and problem-solving skills. The students are prompted to recall what they have learned previously, utilizing their background knowledge and experiences. Following this, the teacher typically offers clues or directions using non-verbal interactions such as gestures and mime.

Students-Students Interaction

Regarding student-student interaction, the researcher discovered that the students employed both verbal and non-verbal means of interaction, such as requests for clarification, mime, and confirming checks. The data revealed that 77.14% of the students engaged in student-student interaction. This interaction took place while they were working in groups. A previous study has reported similar findings indicating that incorporating group work into the teaching and learning process can enhance student-student communication and create opportunities for more unrestricted and interactive exchanges among students during whole-group interactions (Knutson, 2001). During this activity, the students assisted one another in solving the problems they encountered while learning. The teacher's role in the classroom was that of a guide or facilitator. The teacher supervised the activities of each group and assisted when necessary. The students actively engaged in cooperative and communicative discussions about the materials. They assisted their peers who were unsure and sought help from those who knew the topic. The students' conversations indicated their enthusiastic support for each other while discussing the materials provided by the teacher. To overcome difficulties encountered during the activity, the students effectively utilized verbal and non-verbal communication methods, such as requests for clarification and mime.

Furthermore, a significant majority of the students, that was 85.71%, made a request for clarification. This occurred when they sought clarification from their peers during conversations. The students used requests for clarification to obtain a clearer understanding. The reason for using this form of interaction in their conversations was their lack of comprehension or understanding of their friends' utterances. Concerning this finding, Pica et.al (1985) and Ogino (2008) explained that clarification requests encompass WH-questions, un-

inverted intonation, tag questions, as well as statements like "I don't understand" or "try it again." In this activity, the students utilized clarification requests in both English and Indonesian. Regarding the use of mime, 77.14% of the students incorporated mime in their interactions. This happened when they wanted to make their explanations clearer and more understandable to their peers by using gestures. The same finding was found by Rodríguez Cervantes & Roux Rodríguez, (2012). The students employed non-verbal interactions as a substitute for verbal actions. As Chaika (1982) explains, mime is a form of language-learner interaction where learners use gestures or body language to replace words or clarify conversations. Many students from each group utilized gestures while introducing the members of their group. For instance, during a presentation, the student acting as the group leader would point to each member and themselves to introduce themselves to the audience, followed by nods of agreement from each member. Lastly, 62.85% of the students employed confirmation checks in their interactions. This occurred when they were uncertain about their friends' questions or statements, using rising intonation or a questioning tone. This is also following previous research conducted by Wasi'ah (2016). Confirmation checks commonly arise in conversations when someone seeks clarity or a specific explanation from the speaker's statement or utterance before responding. As described by Pica et.al (1985), confirmation checks involve a learner repeating or paraphrasing the previous speaker's utterance and using rising intonation to confirm that the utterance has been correctly understood. The students employed confirmation checks when they were unsure about their friends' questions or statements and when they did not fully grasp the teacher's explanation. By utilizing confirmation checks, they aimed to prevent any potential misunderstandings in the conversation.

The students' interaction process also took place when they presented the outcomes of their discussions to the class. Some groups engaged in interaction among themselves during these presentations. Within their conversations, it is evident that the students utilized non-verbal interactions such as clarification requests, mimes, and confirmation checks. The teacher's role in this context was to supervise the students' activities and aid when needed. As the students read the results of their discussions, it became apparent that there were numerous instances of incorrect pronunciation. The teacher was attentive to the student's difficulties and responded by providing models or examples, demonstrating the correct pronunciation, and then prompting the students to repeat after her.

CONCLUSION

This study aimed to address two key inquiries: the nature of classroom interaction and the specific interaction patterns observed in the EFL Teaching and Learning Process using CTL. Based on the findings and discussions presented earlier, two main conclusions can be drawn. Firstly, classroom interaction occurred throughout the three phases of the teaching and learning process (pre, during, and post-activities). The teacher predominantly initiated whole-class activities by asking questions and assigning tasks, while the students actively participated by responding to the teacher's inquiries and completing the assigned tasks. The integration of CTL in English instruction proved effective in motivating students to engage actively in all classroom activities. Secondly, three types of interaction patterns were identified: clarification request, mime, and confirmation check. These patterns manifested in teacher-student, student-teacher, and student-student interactions during the teaching and learning process. The teacher placed significant emphasis on organizing the teaching-learning activities effectively, while the students took the lead in classroom interactions. Additionally, the teacher played a crucial role in guiding and monitoring the students' activities, as well as motivating them by posing relevant questions related to the topic. As a result, both the teacher and students actively participated in the carefully designed classroom interaction.

For future research in the same field, it is suggested that other researchers utilize both quantitative and qualitative methods to gain additional insights. It is also recommended to involve a larger number of research participants and expand the research context to encompass a broader scope within the Indonesian high school context. This will contribute to a more comprehensive understanding of the subject matter.

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