

Classroom Interaction Analysis on Kindergarten School

Mia Cahyani^{a*}, Yusup Supriyono^b, Soni Tantan Tandiana^c
SMK Islam Kawalu

^aSMK Islam Kawalu, Kota Tasikmalaya, Indonesia

^{bc} Program Studi Pendidikan Bahasa Inggris, Universitas Siliwangi, Kota Tasikmalaya, Indonesia

* Corresponding author: mia17cahyani@gmail.com

Informasi Artikel

Histori Artikel

Submission:

Accepted:

Published:

Kata Kunci

Interaksi kelas,
Guru,
Anak-anak

Abstrak

Classroom interaction adalah salah satu bagian yang dibutuhkan dalam proses belajar dan mengajar di dalam kelas. Penelitian ini bertujuan untuk mengetahui bagaimana interaksi yang terjadi antara guru dan siswa di taman kanak-kanak. Penelitian dilakukan terhadap seorang guru dan 20 siswa. Penelitian ini menggunakan metode kualitatif yaitu *Descriptive case study*. Data diperoleh dari observasi melalui rekaman video. Data dianalisis menggunakan teori Miles dan Hubberman (1994). Penelitian menunjukkan, interaksi guru dan siswa dilihat dari *teacher talk* dan *students talk*. Di dalam *teacher talk* muncul beberapa indikator seperti: *deals with feelings, praises and encourages, uses ideas of student, asking question, gives information, dan gives direction*. Sedangkan untuk *student talk* ada *student response, specific, nonverbal, silence, student initiated, dan laughter*. *Asking question* adalah yang paling banyak muncul yang digunakan oleh guru, sedangkan *students response, specific*, yang dominan diucapkan oleh siswa.

Abstract

Classroom interaction is an essential part of the teaching and learning process in the classroom. This study aims to understand the interactions that occur between teachers and students in a kindergarten setting. The study involved one teacher and 20 students. This research used a qualitative method, namely a descriptive case study. Data were collected through video-recorded observations. The data were analyzed using the theory of Miles and Huberman (1994). The study shows that teacher-student interactions can be seen from *teachertalk* and *student talk*. In *teacher talk*, several indicators emerged, such as: *dealing with feelings, praising and encouraging, using the ideas of students, asking questions, giving information, and giving direction*. Meanwhile, in *student talk*, there are indicators like *student response, specific, nonverbal, silence, student-initiated, and laughter*. *Asking questions* is the most frequently used by the teacher, while *student response, specifically*, is the most dominant response by the students.

Keywords

Classroom
Interaction,
Teacher,
Young learners

©2024 The Author's

This is an open-access article under the [CC-BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) license.



10.37058/metaedukasi.

Introduction

Classroom interaction is part of classroom management that influences the teaching-learning process. Through interaction, the teachers and students can share their thoughts, feelings, and ideas. In line with Brown (2001), "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p.165). It means, that by interacting with each other, thoughts, feelings, and ideas can be exchanged. Moreover, Hall and Walsh

(2002), "Interaction in the classroom is a part of primary factors by which learning is accomplished in the classroom"(p.187). Therefore the interaction between teacher and students can also be said as a classroom interaction.

Classroom interaction is one of the important points that needs to be highlighted in the teaching-learning process. Through interactions, the teacher can deliver the material well and motivate the students to join actively in teaching teaching-learning process. It is supported by Brown (2001), "Interaction is an important word for language teachers"(p.165). It means that interaction is an important part of classroom management to achieve teaching objectives.

Creating good classroom interaction is not easy for the teacher, especially for young learners class. In the teaching-learning process, the students are moving around in the classroom, or sometimes a few of them playing and having conversations with their peers and they do not listen to the teachers. This kind of behavior is unavoidable because children are active learners. Here, the teacher's role is to manage their classroom interaction. There are many roles to teaching. It is in line with Brown (2001) "Teachers can play many roles in the course of the teaching"(p.166). It means that in the classroom the teachers have a role to attract their students to join actively in the teaching-learning process in order to achieve classroom interaction.

Methodology

This research utilized descriptive case as a method of the research. Hood (as cited in Widodo, 2013) categorizes a case study into two: exploratory and descriptive. "an exploratory case study is used when little is known about the case being examined; A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon" (p.15). A descriptive case study was used in this research to investigate the interaction between teachers and students.

The data of the research should be collected by using the appropriate technique. Therefore, in line with the theory and the aim of this research, observation was used to acquire the data about observing people. Cresswell (2012) stated, "Observation is the process of gathering open-ended, firsthand information by observing people and places at research site"(p.213). It means observation is the process of gathering information by observing people or places. Then, the way to acquire the data was helped by using transcription to support the credibility of the data gathered from this technique, video recorder was used to record the teaching-learning process in the classroom.

The process of analyzing the data is using categorization by Miles and Huberman (1994). The process will consist of three procedures: Flanders Interaction Analysis (FLINT).

Findings and Discussions

Findings

A. The Aspect of Classroom Interaction

In the aspect of classroom interaction, it was divided into two-way aspects of interaction they were: the teacher talk and student talk. In which the teacher talks identify the utterance produced by the teacher during the interaction or the language typically used by the teacher in their communication. It was divided into two types, indirect influence and direct influence. The indirect influence is an effect in which learners are led to the warm classroom atmosphere and try to break the ice to encourage them to participate and learn in the classroom interaction, such as deals with feelings, praise or encouragement, jokes, and using ideas of students, while the direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity, such as giving information, give direction, criticized students' behavior, and criticized students' response.

1. Teacher Talk

Teacher talk is crucial, not only for the organization and for the management of the classroom but also for the process of acquisition. According to Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2001:177), teacher talk has eleven categories that enable it to be analyzed in classroom interaction. Those categories of teacher talk were divided into two kinds of influence, indirect and direct influence. The result of the observation showed the categories of the teacher talk that appeared in the classroom interaction, as follows;

a. Asking Question

Based on the result of the observation, it can be seen that questioning was the most frequent utterance that the teacher said. Its percentage was 42.3%. The most frequent teacher activity is aimed at stimulating discussion, assessing comprehension, or eliciting information. For instance, when students hesitated, the teacher used gestures and repetition to encourage answers. This high frequency of questioning indicates the teacher's central role in steering the flow of classroom interaction. By frequently posing questions, the teacher not only maintained students' attention but also encouraged active thinking and participation. Moreover, the use of various questioning techniques—such as yes/no questions, WH-questions, and display or referential questions—allowed the teacher to check understanding at different cognitive levels. The teacher's strategy of combining verbal questions with supportive nonverbal cues like gestures and tone variation was particularly effective in reducing students' anxiety and prompting responses from even the more reluctant learners. This suggests that questioning, when used strategically, serves not only as a tool for assessment but also as a scaffolding technique that fosters student engagement and promotes communicative competence in the language classroom.

b. Giving Information

In this meeting giving information was done 18% and mostly each talking was longer taken than the other. The excerpt below shows the teacher's utterance in giving information. Teachers provided facts or explanations directly, often skipping student input when prior knowledge was presumed lacking. The relatively high percentage of this category highlights the teacher's role as the primary source of knowledge in the classroom. While giving information is essential—especially when introducing new material or clarifying concepts—it often led to a more teacher-centered interaction. The tendency to skip student input, particularly when assuming that students lack prior knowledge, may limit opportunities for students to engage critically or build on their existing understanding. However, this method is effective in ensuring that accurate information is delivered clearly and efficiently. To balance this, integrating brief comprehension checks or inviting students to relate the information to their own experiences can help shift the interaction towards a more learner-centered approach, without compromising the clarity and structure that direct information-giving provides.

c. Giving Directions

Giving direction was done in 15.3% of the whole classroom interaction. Giving direction was the clear category that the teacher performed to make the classroom activity. Giving requests or commands and instructions for structured classroom activities, including group work and drills. The use of directions in the classroom serves as a vital tool for organizing activities and maintaining instructional flow. The teacher's ability to deliver clear and concise instructions ensured that students understood what was expected of them, which contributed to smoother

transitions between tasks and minimized confusion. Directions were particularly important during group work and drills, where structure and timing are essential for effective participation. Moreover, the tone and clarity used when giving directions appeared to influence student responsiveness and behavior. When instructions were delivered firmly but encouragingly, students were more likely to follow them attentively. This highlights the importance of not only what is said but also how it is communicated, as effective direction-giving supports classroom management and maximizes instructional time.

d. **Praise and Encouragement**

Based on the data, praise and encouragement get 10%. this category included the teacher's talk of praising, encouraging students to continue, trying to give them confidence, or confirming that the answer was correct. This category has sub-categories, those were jokes, kidding, making puns, and attempting to be humorous, which was done by the teacher. Moreover, praise and encouragement serve not only as recognition of student effort but also as a powerful tool to shape learner behavior and promote active participation. When delivered sincerely and appropriately, praise can reinforce desired responses and help students internalize a sense of achievement. In the observed classroom, the teacher often used verbal affirmations like "Good job" or "Excellent," as well as non-verbal cues such as smiling or nodding, to show approval. These small gestures had a noticeable impact on student engagement, especially among those who were initially quiet or unsure. However, it is important that praise remains specific and task-focused to avoid becoming routine or superficial. By doing so, students can better understand what aspects of their performance are being recognized, which in turn encourages continued effort and improvement.

e. **Dealing with Feelings**

Deal with feelings was the first category in FLINT system. In this observation, it got 5.1%. deal with feelings included the discussion, acceptance, referring to, and communicating with the students' feelings in the past, present, and or future times, but the classroom discussion depended on the teaching material. Teachers used language to connect emotionally, ease nervousness, and create a welcoming atmosphere. Although it appeared less frequently compared to other categories, *dealing with feelings* played a crucial role in shaping the emotional climate of the classroom. When teachers acknowledged students' emotions—whether related to the lesson, personal experiences, or general classroom mood—it helped build trust and rapport. This emotional connection is particularly important in language learning contexts, where students often feel anxious or insecure about making mistakes. By showing empathy, sharing light personal anecdotes, or simply asking how students felt, teachers fostered a sense of belonging and psychological safety. These interactions, though brief, contributed to lowering affective filters, making students more open and responsive to learning. Encouraging such emotionally supportive moments, even in small doses, can significantly enhance student motivation and classroom harmony.

f. **Using Student Ideas**

After the ninth category, the third category took the position with 3.8%. in this category, there were four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about. Teachers clarified, rephrased, or built on students' responses, validating their contributions and fostering engagement. Although it appeared with a relatively low frequency, the use of student ideas reflects an important shift toward more interactive and student-centered teaching. By

acknowledging and building upon students' contributions, the teacher demonstrated active listening and created a sense of value and ownership among learners. This practice not only validated students' efforts but also encouraged them to participate more freely, knowing that their input was taken seriously. In the observed classroom, the teacher occasionally expanded on student responses by clarifying or rephrasing their ideas to benefit the whole class, which helped deepen understanding and reinforced the lesson content. This strategy, when used consistently, can significantly enhance student motivation, promote critical thinking, and transform the classroom into a collaborative learning environment rather than a one-way flow of information.

2. Students talk

Student talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As a result, their knowledge would develop. Students' talk showed the activity concentration of the students to their teaching-learning activity. According to Moskowitz's FLINT in Brown (2001)(p.170), nine categories of student talk appeared in the classroom interaction, as follows,

a. Specific Responses

Student talk was taking turns. The students responded, specifically, were the eighth category. This category was only responding to the teacher within a specific and limited range. Reading aloud, dictation, and drills were included. In the meeting, the eighth category gets 77.7% of all interactions. Predominantly drill-based, where students repeated or read aloud after the teacher. The dominance of specific responses in classroom interaction suggests a highly structured learning environment, where students primarily engage in controlled language practice. While such responses are beneficial for reinforcing vocabulary, pronunciation, and grammatical patterns, they offer limited opportunities for students to develop communicative competence or express independent thought. The repetitive nature of drills and reading aloud helps in building accuracy and fluency at the basic level, especially for beginners. However, overreliance on this pattern may hinder students' ability to apply language in more authentic and spontaneous contexts. To promote a more balanced interaction, it is important to gradually introduce more open-ended tasks that require students to construct their own sentences, ask questions, or respond to real-life scenarios. This shift can help learners move from passive receivers of language to active users, which is crucial for long-term language development.

b. Nonverbal Communication

Gestures or facial expressions used by the teacher or the students that communicate without the use of words. This category was combined with one of the categories of the teacher's or students' behavior. This category got 9.2% of all interactions. Nonverbal communication, such as gestures, facial expressions, and body language, played a meaningful role in supporting verbal interaction in the classroom. At 9.2% of total interactions, these cues served as important tools for enhancing understanding, especially when students struggled with vocabulary or comprehension. Teachers often used gestures to illustrate meaning, such as pointing, miming actions, or using hand signals, which helped bridge language gaps and made instructions more accessible. Similarly, students responded with nods, raised eyebrows, or hand gestures to express agreement, confusion, or enthusiasm, often without needing to speak. These nonverbal elements not only reinforced spoken language but also helped maintain engagement and build rapport. Their presence

highlighted the dynamic nature of classroom communication, where meaning is co-constructed through both verbal and nonverbal channels.

c. **Silence**

The silence was 7.4% of the whole interaction. Silence is a pause in the interaction when communication cannot be understood by the observer. Some extracts below showed the silent interaction in teaching-learning activities. Although often overlooked, silence can serve multiple functions in classroom interaction. In the observed data, silence—accounting for 7.4% of interactions—occurred during moments of hesitation, reflection, or confusion. These pauses may indicate students processing information, formulating responses, or feeling uncertain about how to react. For teachers, recognizing the cause of silence is essential; it can be a productive pause that allows for deeper thinking or a sign of disengagement that needs to be addressed. In some cases, silence followed a complex question or unfamiliar vocabulary, showing that students needed more time to understand or respond. When managed appropriately, silence can be a powerful pedagogical tool—offering space for cognitive engagement, promoting thoughtful responses, and allowing for pacing that respects individual learners' needs. Rather than immediately filling the silence, effective teachers may choose to wait patiently, rephrase questions, or offer gentle prompts to re-engage students.

d. **Open-Ended Responses/Student-Initiated**

Student's responses, open-ended or student-initiated were one of the student's talk categories. In this category, the students respond to the teacher with their ideas, opinions, reactions, etc. It is based on the student's initiation. It was got 3.7%. Students occasionally extended discussions by asking questions or sharing ideas independently. Although this category appeared with a relatively low percentage (3.7%), open-ended and student-initiated responses are significant indicators of active engagement and higher-order thinking in the classroom. When students take the initiative to express their own ideas, ask questions, or share opinions, it reflects a deeper level of cognitive involvement and confidence in using the language. These spontaneous contributions often led to more meaningful classroom discussions and shifted the interaction from teacher-centered to more collaborative. Such moments, although infrequent, demonstrated students' willingness to participate beyond structured drills and rehearsed patterns. Encouraging more of these interactions through open questions, group discussions, or student-led activities can greatly enhance communicative competence and learner autonomy. Fostering a safe and supportive environment is also key to increasing students' comfort in initiating speech and contributing freely.

e. **Laughter**

Laughing and giggling by the class, individuals, and or the teacher. It was got 2% in the interaction in the classroom. Humor contributed to a relaxed classroom atmosphere, making interactions more engaging and enjoyable. Although laughter constituted only 2% of the classroom interaction, its impact on the learning environment was notable. Moments of shared humor, whether sparked by the teacher's jokes, playful comments, or unexpected student responses, helped break the tension and made the classroom feel more relaxed and welcoming. Laughter served as a social glue, strengthening the rapport between teacher and students and among peers.

It also played a role in reducing anxiety, particularly in language learning situations where students often fear making mistakes. By creating a positive and enjoyable atmosphere, humor encouraged participation and made students more willing to speak, even if imperfectly. When used appropriately, laughter can transform the classroom into a dynamic space where learning feels less intimidating and more interactive, thus supporting both emotional well-being and communicative development.

Discussions

1. Teacher Talk

Teacher talk plays a critical role in classroom interaction for managing the learning environment and facilitating students' language acquisition. According to Moskowitz's FLINT system (Brown, 2001), teacher talk is categorized into indirect and direct influences, with 11 categories in total. The results from classroom observations are summarized from the most to the least frequent:

a. Asking Questions

The observation indicates that asking questions is the most frequently used strategy. This reflects the teacher's effort to actively engage students, assess their comprehension, and encourage participation. However, the excerpt shows that students may not always respond immediately, requiring the teacher to use scaffolding techniques like gestures or repeating the question. This highlights the teacher's adaptability in addressing varying levels of student confidence and understanding. Furthermore, the high frequency of questioning suggests that the teacher intentionally positioned questions as a central instructional tool to drive classroom interaction. This technique not only facilitated language practice but also encouraged critical thinking and comprehension checks in real time. However, the effectiveness of questioning depends heavily on the type of questions posed. In the observation, many of the questions were of the display type, seeking specific, known answers rather than open-ended thought. While such questions are useful for assessing recall and reinforcing content, incorporating more referential or thought-provoking questions could stimulate deeper engagement and allow students to use the language more creatively. Therefore, diversifying questioning techniques and allowing sufficient wait time after posing a question can further enhance student participation and foster a more dialogic, learner-centered environment.

b. Giving Information

Giving information is the second most common category, where teachers provide factual knowledge or explanations. While this method ensures clarity, it also indicates a teacher-centered approach, where opportunities for student-initiated responses may be limited. This strategy is especially effective when introducing new vocabulary or concepts, as seen in the excerpt where "meja" was translated directly to "table." However, while giving information helps maintain instructional clarity and ensures that all students receive the same foundational input, it may also reduce students' opportunities to actively construct meaning through interaction. In the observed lesson, the teacher often dominated the talk during explanation phases, with minimal student input. This approach, although efficient for delivering new material, can limit learner autonomy if not balanced with interactive elements. To address this, teachers can adopt strategies such as concept-checking questions, guided discovery, or encouraging students to explain concepts in their own words. These practices allow students to process information more deeply and promote a more dialogic classroom environment, where learning becomes a shared responsibility between teacher and students.

c. **Giving Directions**

Teachers frequently used directions to organize activities and structure interactions. This category emphasizes the teacher's role as a facilitator, guiding students through tasks such as group activities or drills. The clear instructions ensure the smooth flow of classroom activities, helping students understand their roles in collaborative settings. In the observed classroom, the clarity and consistency of the teacher's directions played a key role in maintaining order and maximizing instructional time. Instructions were often accompanied by gestures, modeling, or visual aids, which helped students better grasp what was expected, especially when working in pairs or groups. This multimodal approach was particularly helpful for learners with varying levels of proficiency, as it reduced misunderstandings and increased task efficiency. Moreover, the teacher's ability to give step-by-step directions fostered a sense of routine and predictability, which can be comforting and motivating for students. However, it is important that directions also allow some room for student autonomy—by occasionally encouraging learners to paraphrase tasks or clarify instructions among themselves, teachers can cultivate independence and deeper engagement with the learning process.

d. **Praise and Encouragement**

The use of praise and encouragement motivates students and fosters a positive learning environment. Recognizing even short responses can boost students' confidence and willingness to participate. The example of applauding a student's correct answer demonstrates how reinforcement can stimulate further engagement. This strategy aligns with creating a supportive atmosphere, particularly in language learning, where students may feel hesitant.

e. **Dealing with Feelings**

Addressing students' emotional states helps build rapport and reduce anxiety, especially at the beginning of interactions. By initiating conversations about students' feelings, teachers create a warm and approachable environment. This is particularly useful for overcoming the initial nervousness that students might experience when learning a new language. In the observed classroom, moments where the teacher acknowledged students' emotions—such as asking how they felt before starting the lesson or responding empathetically to signs of frustration—contributed to a more humanized and supportive learning space. These interactions, though brief, served as emotional scaffolding that helped students feel seen and valued beyond their academic performance. Especially in language learning contexts, where students are often hesitant to speak for fear of making mistakes, addressing emotional well-being can significantly impact participation and confidence. When students feel emotionally secure, they are more likely to take linguistic risks, engage in meaningful interaction, and persist through challenges. Therefore, integrating emotional awareness into classroom communication is not only a matter of empathy but also a strategic component of effective language instruction.

f. **Using Students' Ideas**

Incorporating students' ideas encourages active participation and validates their contributions. By clarifying and rephrasing student responses, teachers help students feel that their input is valued, which can lead to more dynamic interactions. The example of expanding on a student's question demonstrates the teacher's ability to foster deeper engagement.

2. Students's Talk

Student talk refers to students' verbal and non-verbal participation in the classroom. It allows them to express ideas, initiate topics, and develop opinions, ultimately enhancing their knowledge. According to Moskowitz's FLINT (in Brown, 2001, p.170), there are nine categories of student talk observed in classroom interactions. The findings from the analyzed data, presented from the highest to the lowest percentage, are as follows:

a. **Student Response, Specific**

Students respond within a limited range, such as reading aloud, dictation, or drills. For example, when the teacher teaches vocabulary (e.g., colors), students repeat after the teacher without adding their own input.

b. **Nonverbal Responses**

Students use gestures or facial expressions to respond, such as raising their hands to indicate agreement or understanding. This category shows that students comprehend the teacher's instructions without verbal responses.

c. **Silence**

Silence occurs when students do not respond, often due to lack of attention or understanding. For instance, when the teacher asks a question, students remain silent until the teacher provides the answer.

d. **Student Response, Open-Ended or Student-Initiated**

In this category, students share their ideas, ask questions, or give opinions beyond the teacher's direct prompts. For example, a student spontaneously asks for the English word for "ayah" after learning the word for "ibu."

e. **Laughter**

Students laugh or giggle during interactions, creating a relaxed and enjoyable classroom atmosphere. For instance, students laugh at the teacher's humorous explanations or gestures.

These categories highlight the diversity in student participation during classroom interactions, reflecting their understanding, engagement, and the dynamics of teacher-student communication.

Conclusion

The findings of this study highlight the essential roles that both teacher and student talk play in shaping classroom interaction. Teacher talk dominated the interaction, especially through asking questions, giving information, and giving directions. These strategies reflect a teacher-centered approach but also show efforts to engage students, provide structure, and create a supportive learning environment. The use of praise, emotional connection, and incorporating student ideas also contributed to a more positive and inclusive atmosphere.

On the other hand, student talk was mostly characterized by specific, limited responses such as repetition and drills, indicating a lower level of verbal autonomy. Nonverbal responses and silence were also frequent, revealing possible hesitation or lack of understanding. However, the presence of open-ended responses and laughter, although limited, suggests moments of genuine engagement and a comfortable learning climate.

Overall, the classroom interaction observed tends to be structured and teacher-led, but with some evidence of student involvement and emotional support. For more balanced interaction, increasing student-initiated talk and fostering open-ended communication are recommended to enhance learner autonomy and deeper participation in the learning process.

References

- Brown, H. D., & Lee, H. (2001). *Fourth Edition Teaching By Principles An Interactive Approach To Language Pedagogy*.
- Creswell, J. W., Columbus, B., New, I., San, Y., Upper, F., River, S., Cape, A., Dubai, T., Madrid, L., Munich, M., Montreal, P., Delhi, T., Sao, M. C., Sydney, P., Kong, H., Singapore, S., & Tokyo, T. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research FIFTH EDITION*.
- Ellis, Rod. (2005). *Instructed second language acquisition : a literature review*. Research Division, Ministry of Education.
- Hall, J. K. (2010). Interaction as method and result of language learning. *Language Teaching*, 43(2), 202–215. <https://doi.org/10.1017/S0261444809005722>
- Jayne Moon. (2005). *[Jayne Moon] Children Learning English*.
- Jeremy Harmer. (2001). jeremy-harmer-the-practice-of-english-language-teaching. *The Practice of English*.
- Johnson, K. E. (2017). An Introduction to Foreign Language Learning and Teaching. In *book*.
- Kumpulainen, K., & Wray, D. (2003). *Classroom Interaction and Social Learning: From Theory to Practice*.
- Miles, M. B., Huberman, • A Michael, & Saldaña, J. (1994). *Qualitative Data Analysis A Methods Sourcebook Edition*.
- Schwarz, Baruch., Dreyfus, Tommy., & Hershkowitz, Rina. (2009). *Transformation of knowledge through classroom interaction*. Routledge.