

# CHAPTER I

## INTRODUCTION

This Chapter provides the introduction to the research. This chapter consists of the background of the research, identification of the issue, delimitation of the research, research question, aims of the research, significance of the research, theoretical foundation, previous study, research methods, and research timeline.

### **1.1 Background of The Research**

There are still many teachers who are not able to manage the situation of interaction in the classroom. This is caused by the unavailability of discussion about how to make teachers' guidelines in the learning process for better student interaction in classroom. In fact, this is an important topic that can affect whether or not a student succeeds in the classroom learning process. The guidelines developed from an observational study lived experiences with constructivist and observational learning-based facilitating approaches. (Mbatl and Minnaar, 2015, p.273). Guidelines for developing a cooperative learning framework to increase student engagement in the classroom.

The guidelines are founded on active, collaborative, and constructivist methods to collaborative learning, which are encouraged by the establishment of a strong sense of community, an integrated learning society. Guidelines for teachers are very important in order to increasing the learning process. Guidance is a type of systematic assistance in assisting students in achieving satisfactory adjustment to school and in life. As a result, guidelines are utilized in the classroom, and the outcomes might have an impact on the situation of student engagement in the classroom, allowing them to grow and improve.

In teaching and learning process in the classroom, including teaching English as a foreign language (TEFL), there are three main elements that support the effectiveness of a learning process; the teachers, the students, and the materials (Chinoda, cited in Kadir, pt. 1, 2017). Teachers should be the

main key in the teaching and learning process, especially in English. In schools, teachers play an important role to shaping children's character, in addition to the teaching and learning process as a teacher, one of the most important aspects in accomplishing educational goals such as self-development, social skills, and interaction with people from diverse cultures is the teacher. (Sripai & Wanawan, 2018 p. 137).

Learning is defined as the process of interaction among learners, between learners and teachers, and between learners and learning sources in the learning environment, (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendidikan). Learners will improve their language and social skills by interacting with other students and the teacher (Naimah, 2017, p.1). The teacher's role is critical in ensuring that the teaching and learning process is well-designed. Therefore, classroom involvement is required.

Interaction is one of an essential factor in teaching, especially in English. The collaborative movement of thoughts, feelings, or ideas among two or more individuals that has a reciprocal influence on each other is a part of interaction (Brown, cited in Sofyan and Mahmud, 2018, pt. 46). In order to engage student participation in classroom, the teaching process permit students to ask questions, make educated guesses, think about, and even discuss course material. All classroom events, both verbal and non-verbal interaction, are included in classroom interaction. Verbal interaction occurs when the teacher and students converse, whereas non-verbal interaction occurs when the teacher and students communicate without using words through gestures or facial expressions (Saputra et al, 2019, p.1). Furthermore, classroom engagement could encourage students to interact because it is helpful in motivating students to reflect, understand, and respond to information.

In the classroom interaction, both students and teachers have their own obstacles and challenges during learning and teaching activity. The common factors are misunderstanding between students' and teacher, students' lack of vocabularies, the teachers' learning style. It is happened

since the EFL students have common native languages (Brown, 2001, p.180). Based on these problems, teachers must have guidelines based on these issues in order to maintain problems in classroom teaching and learning, so that they can create the classroom more interesting and also get better student interactions.

Therefore, recognizing more about the ways to make a students' better interaction in learning experience at classroom is important. By implementing good interaction during the process of teaching learning it is meaningful to support the learner participation. Through meaningful of interaction, the English teacher can provide opportunity for the learner interaction when they are in a group or individually work. Also, it is the result of opportunities for meaningful interaction with others in the target language (Walqui, cited on Murtiningrum, 2009, p. 2). That is why give an opportunity to both students and teachers are important to build better interaction in the teaching and learning process.

Research in the EFL teachers' guidelines to develop students' better interactions area includes some clusters. For example, The Classroom Interaction Between a Teacher And The Tenth Grade Students at SMA Al-Falah Islam Jambi (Saputra, 2019), Researching Students' Interaction In Collaborative Learning Class (Sembiring, 2018), Classroom Interaction in English Learning (Murtiningrum, 2009), Classroom Interaction in an EYL Classroom (Wibowo, 2017), Teacher Talk in Classroom Interaction: A Study at an English Department in Indonesia (Sofyan, Mahmud, 2014), Patterns of Verbal Classroom Interactions in an EFL High School: An Observational Study (Nurhadijah, 2020), The Impact of Social Interaction on Student Learning (Hurst, Wallace, Nixon, 2013).

Developing invitation and greeting card materials dealing with 2013 curriculum of the eighth grade at SMPN 2 Sungguminasa, Gowa (Jannah, 2017). Developing asking and giving information materials dealing with 2013 curriculum of the eight grade on SMPN 2 Sungguminasa, Gowa (Ilmiah, 2017). Developing of english language printed material based on 2013

curriculum: on giving expression about Congratulating and Complimenting others for the tenth grade students in SMAN 16 Makassar (Kadir, 2017).

The Teacher's Strategies in Teaching Speaking at The Eleventh Grade of State Senior High School 4 Jambi (Fairurrozi, 2020), Guidelines for Teaching and Assessing Writing (Munoz, Gaviria, & Palacio, 2012), Guidelines for teaching pronunciation (Holsworth, 2012).

In one of the previous studies, the previous research only discussed about the classroom interaction between teachers and students. The researcher did not mention the teachers' guidelines whereas it is essential to make a better interaction with students at classroom. There needs to be a gradual release of responsibility for control of the discussion from teacher to students (Wilkinson, Soter, and Murphy, 2010, p.156). Without recognizing the ways to make better students' interaction of teachers, the teaching process may not be effective because teachers do not have an idea how to engage the students during teaching and learning process, and also less interactions at classroom because students feel uncomfortable.

For the clusters of guidelines, the previous research only discusses about how to develop the materials of learning. It did not mention how to guide the student's interaction especially for better EFL Teachers interaction, whereas it also important to increase students' skills in learning English. The previous research only discussed about the guidelines in writing and pronunciation. However, the need of research was directed to EFL teachers' classroom guidelines.

In addition, based on the explanation above could be important issues, the researcher decided to do a research about developing of EFL teachers' guidelines for students' better interaction especially at junior high school. In particular, EFL teacher who are still unable to made better interaction with students. The researcher believed that if the teacher followed this guide, the EFL teachers would be manage the student's better interaction through learning and teaching process at classroom.

## **1.2 Identification of the Issues/Phenomena**

Based on the background above, it is necessary to identify the problem to provide clarification about the problem to be studied. The identifications of the problem found in these studies are:

1. Lack of teachers' ability in managing interactions with students in the learning process at classroom.
2. Teachers do not have guidelines that provide the interactive of students' interactions in the process of teaching and learning activities.
3. The English learning method used is less varied so that the class situation does not run actively.
4. The teacher got difficulties in learning EFL because of students' variety backgrounds.

Based on the identification of the problem above, the writers will be discussing the teachers' guidelines to solve students' problems in classroom interaction, especially at junior high school. This topic of discussion was taken because the issues listed above usually frequently occur when students are learning English as a second language.

## **1.3 Delimitation and Focus of the Study**

To make this research easy to understand, the researcher tries to delimit the focus of the study. This research is delimited to develop the EFL teacher's guidelines for students' better interaction in the classroom, especially in Junior High School. Delimitation was chosen by the researcher because researchers want to get optimal results in researching this topic, and also more time was required to review some other focus of the studies.

Therefore, it focused on developing the guidelines that occurred in the interactive teaching and learning processes. To put it another way, how do the students perceive the interaction that takes place in class.

## **1.4 Research Questions**

1. What are the characteristics of guidelines for EFL teacher for students' better classroom interaction?

2. How are the guidelines development produced for EFL teacher for students' better classroom interaction?

### **1.5 Aims of the Research**

1. To explore the characteristics of guidelines for EFL teacher to increase student's classroom interaction.
2. To produce the guidelines for teacher to increase student's classroom interaction.

### **1.6 Significances of the Research**

The theoretical significances of this research are:

1. This research can be used as a reference to help others who desire to do research in this area have a better understanding of research investigations.
2. This research is supposed to develop the EFL teacher' guidelines for making a better interaction among students in Junior High School.

For the practical significance:

1. This research can contribute as a reference, providing information for future researchers and teachers regarding the problem faced by English teachers in developing EFL teachers' guidelines for students' better interaction in Junior High School.
2. This research can help future English teachers or educators to increase students' better interaction in Junior High School by using guidelines.
3. This research can be used by students so that they can be attracted in learning and also understand the EFL learning materials easily.

### **1.7 Theoretical Foundation**

#### **1.7.1 Guidelines of Learning**

Guidelines provide practical guidance to teachers, parents, and other interested persons on the provision of effective learning support to pupils with low achievement or learning difficulties. Guidelines are referred to as proclamations, remarks, or announcements that propose or suggest specific behaviors, aims, or undertakings.

The term "guidelines" is used in this publication to indicate preferred models for teacher training. Also, the term "guidelines" is used in the education field and other scientific areas to refer to recommendations that are aspirational or advisory in nature (APA, 2007). Therefore, the examination of students' learning needs can serve as a guide for lecturers in understanding and developing resources for students to suit their needs.

Drawing on and analyzing the literature on existing guidelines for the construction of group learning, as well as research on virtual pedagogy and empirical evidence on the use of various systems for online courses, guidelines might be developed (Yuan, Kim, 2014, p.221). Teachers could benefit from a set of recommendations that not only provide a broad picture of how to encourage the establishment of learning communities, but also detail the actions involved in achieving that aim. The guidelines are based on collaborative learning activity based on active, collaborative, and constructivist approaches that are supported through the development of a strong sense of community, a distributed learning community (Mbaati and Minnaar, 2015). The premises on which their expectations of effectiveness are based, as well as the outcomes (benefits and harms) that they think are significant, are made explicit by guideline designers.

### **1.7.2 EFL Teacher**

EFL teachers that focus on comprehension, are fluent in the language, plan engaging sessions, assist students in becoming self-sufficient, and treat students equally are effective (Brosh, cited in Al-Mahrooqi, Denman, Al-Siyabi, Al-Maamari, 2015, p.2). Borg (2006) expands on these categories of teacher traits, claiming that the majority of characterizations of a competent teacher tend to include ideas about "knowledge, abilities, and attitudes regarding learners" (p. 7). According to Sulistiyo (2009), several variables make teaching EFL in Indonesia difficult. To begin, EFL teachers should educate pupils in large groups, frequently exceeding 50 students. In terms of the linguistic input for students during their classroom learning, EFL teachers' ability is very significant (Soepriyatna, cited in Cahyono, 2014). To be an

EFL teacher in Indonesia for pupils from various cultural backgrounds, one's professional competency must cover a wide variety of skills (Berns, cited on Suryati, 2012).

According to a research study, (1) good English teachers should care about individual differences of students in English classes (2) English teachers should make connections to the real world (3) English teachers should consider the student-teacher relationship (4) English teachers should have a sense of humor (5) Students emphasized adore and stated that there is a link between passion and studying (Berlin, cited in Alzeebaree, Hasan, 2021).

As a result, competent EFL teachers typically employ communicative tactics, organize small groups for discussion, and employ effective teaching strategies (Bell, 2005). There are several common features shared by EFL teachers, including the ability to create engaging lectures, have strong pronunciation, provide clear explanations, and speak fluent English.

### **1.7.3 Junior High School**

Students in grades seven through nine attend junior high schools, whereas students in grades six through eight attend middle schools. Junior high schools are intended to be scaled-down versions of high schools. In Indonesia, the majority of junior high school pupils are in their early adolescent years (Malin, Indrawati, Liauw, & Damon, 2017). Junior high school students can no longer rely on a single teacher for guidance; instead, they must learn to adapt to the needs and constraints of multiple teachers.

Junior high school pupils are responsible for a variety of tasks. The goal is to be able to form positive community ties, which includes knowing how to speak effectively in a social setting (Setyawati, Adnyani, & Piscayanti, 2018). The employment of high-tech by junior high school pupils is more likely to be seen as a positive factor in the classroom.

The addition of service-learning hours in the Twelve-Year Basic Education Program's admission requirements for high schools is intended to boost service-learning involvement in junior high schools. Junior high school



kids, also known as the "digital generation," are enthusiastic about utilizing e-books to learn. For their learning activities, they perceive e-books to be more enjoyable and fascinating (Hadaya, Asrowi, Sunardi, 2018). The definition of Junior High School is a school intermediate that includes grades 7, 8, and 9. The students in Junior High School are prepared to be able to build good relationships.

#### **1.7.4 Classroom Interaction**

Classroom interaction is a responsive and meaningful engagement that takes place in the classroom between the educator and the learners. Classroom interaction is the pattern of verbal and non-verbal communication and the types of social relationships which occur within the classroom (Richard, 1992, cited in Fauzan, 2019). Learners improve their language skills through interaction. It is in the encounter that all communication takes place. Students can participate in conversation, problem-solving activities, or dialogue journals in interactive classes. The activities can take the form of pair or group work. The classroom interaction is divided into four levels and types, they are an intrapersonal, interpersonal, group, and cultural interaction (Barker, 1982, cited in Fauzan, 2019). Teachers and students have a reciprocal effect on each other in the classroom through what they say and do. In language learning, meaningful engagement with others in the target language in the classroom is far more crucial.

Students must engage in authentic communicative scenarios to learn how to convey their ideas and opinions, as well as to improve their oral fluency and accuracy, all of which are critical for successful foreign language communication. Despite the importance of whole-class teaching and individual work in language classes, (Seliger, as cited in Dian, 2015) students are denied many effective and stimulating possibilities for using and learning the new language without many types of contact. Learners can obtain comprehensible information and feedback from their interaction partners through classroom interaction (Ellis, 2008). As a result, classroom interaction is both important and beneficial as a learning approach.

When teachers and students interact in the classroom, they have a reciprocal effect on each other by what they say and do. This feature facilitates the transfer of communications between the teacher and the students (Metelo, 2006). In the classroom, the teacher and the students are not independent entities. They're intrinsically linked.

Teachers' primary goal in the classroom is to teach a language. Teachers are mostly concerned with linguistic or communicative connections (Cummins, in Abarca, 2004). They do not distinguish between the spoken and nonverbal interactions that occur. The nonverbal interaction is used to complement the verbal interaction. Students are usually required to participate actively in class. They demonstrate their command of the language by speaking it.

The teacher directs the majority of classroom activities. The teacher has an essential role in the activity or assignment design. Individual work, extended discourse, and interactive discourse are the three primary types of classroom activities (Nuthall, & Snook, as cited in Murtiningrum, 2009). Convergent, problem-solving assignments in which both partners control necessary information are more likely to foster lengthy negotiation of meaning in the classroom than more open-ended talks. Conversational methods such as repetitions, confirmation checks, comprehension checks, and clarification inquiries are employed to resolve continuing communication challenges. These kinds of cooperative initiatives are extremely beneficial to language learning.

#### **1.7.5 Guidelines for EFL Teacher for Students' Better Interaction at Junior High School**

English was introduced as a first foreign language, it has become a critical requirement in Indonesia at all levels of Indonesian educations, such as elementary school, junior high school, senior high school, and also at the university. The four language abilities of listening, speaking, writing, and reading are covered by English educational objectives, which include comprehension of the language aspects of vocabulary, grammar, and

pronunciation (Saputra, 2019, p.1). As the result, English is become a major lesson at every school level.

Since the advent of foreign language instruction, which needs teachers to establish engaging interactions, EFL classrooms have become a major feature. (Yanita, 2016) suggested that one of the main success factors in teaching and learning is how successfully teachers develop interactions with students in the classroom. It can be deduced that interaction is viewed as a valuable technique in EFL classrooms to establish a link between teachers as a source of knowledge and students as a recipient of that knowledge in the process.

The greatest technique to create an interactive interaction in an EFL classroom is to use teacher talk, which is a well-organized utterance. Developing refers to creating, designing, idea, or improving an object, or adding some materials for the previous product by using some systems (Jannah, 2017). Developing means re-designing material for the teaching-learning process according to students' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials. The guidelines that follow may act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their teaching situations (Howard, & Major, 2004). As a result, developing guidelines are necessary to ensure that the relationship between teachers and students about classroom engagement is attractive and better in Junior High School.

## **1.8 Previous Studies**

Several previous researchers discussed guidelines for EFL teachers for students' better interaction. Some of them have areas closer to this research:

The first study was conducted by Siti Murtiningrum (2009) under the title: Classroom Interaction in English Learning. In that study, the researcher describes and interprets the meanings of classroom interaction with the participants two English teachers and three students. Based on the research, the results of this research were in the form of description and interpretation

of the meaning of interaction. There was willingness; awareness, intention, emotion, creativity, and a feeling of relaxation in it. In the classroom, both the teacher and the students should have the willingness to participate in the interaction.

The second study was titled “The Impact of Social Interaction on Student Learning” (Hurst, Wallace, and Nixon 2013). The study explored a model of instructional delivery where our undergraduate and graduate classes were structured so that students had opportunities for daily interaction with each other. The purpose of the study was to determine the students’ perceptions of the value of the social interaction that was taking place in our classrooms on their learning. The findings reveal that students in all three courses perceived that social interaction improved their learning by enhancing their knowledge of literacy and teaching.

Another study namely: “Guidelines for Teaching and Assessing Writing” was conducted by Muñoz, Gaviria, & Palacio in the year 2012. This research presented two main sections. The first one gives an overview of the different approaches to the teaching of writing and the second suggests some guidelines to assess students’ writing. Writing skills development is considered to be the result of imitating and manipulating models provided by the teacher (Hyland, 2003 p.3). The document also includes some practical exercises to help teachers assess their understanding of the concepts.

The last study was Guidelines for teaching pronunciation by Michael Holsworth in the year 2012. This research conducts the stages for teaching pronunciation that affect the students’ behavior based on teachers’ perspectives.

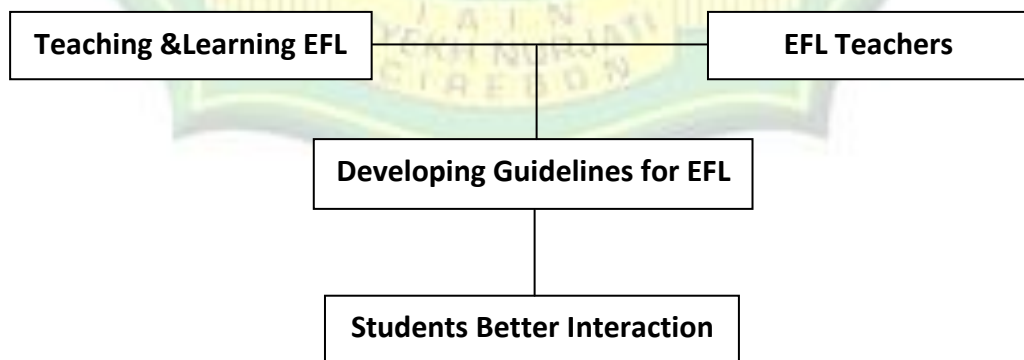
For the previous study mentioned above, the studies from Murtiningrum (2009) did not mention the guideline to make a better classroom interaction. Also, another research has explained more about the role of the teacher that affects classroom interaction. There are no expert arranged guidelines for the teacher to get the best classroom interaction with students whereas important in skills of learning. So, it is important to make research on guidelines to overcome this. Therefore, the characteristic of better

interaction must exist to increase the learning process between student and the teacher.

### 1.9 Frame of Thought

Teachers' learning styles as guidelines can be able to manage the students' interaction in the classroom. In this study, the researcher took the development of teacher's guidelines. Critical thinking, creativity, collaboration, and communication skills are certain fundamental competencies. Furthermore, guidelines for EFL teachers are material for EFL teachers, especially in Junior High School suitable for managing better classroom interaction. The problem of students now is presented unattractively that focuses on the teaching-learning interaction. The teacher should be more creative in arranging the interaction. The challenge of this research is students did not interesting in classroom interaction caused inappropriate learning styles. Each student has a different way of learning, depending on internal and external aspects external to the student (Wibowo, 2016. p.128). The guidelines for EFL teachers can be able to pleasant for the student with interesting interactions relate to students learning styles. The researcher has a figure illustrating the relationship between all topics. The big issue in this research is presented in this chart below.

Figure 1.1 Frame of Thought



## **1.10 Research Method**

The research method is divided into several parts, such as research design and steps of the research, source, and types of data, data collection techniques and instruments, data analysis techniques, and research timeline.

### **1.10.1 Research design and steps of the research**

In this research, the researcher employed research and development (R&D). R&D is the name of one research design that comprises classroom matters, specialists examining recent theories of educational products, and field developing a product (Latif, cited in Jannah, 2017). It is one of the research approaches used to produce and validate educational products such as teaching methods, teaching learning media, and teaching learning materials (Borg and Gall, 2003). Thus, the research and development method are the research approach utilized to create and evaluate a product (Sugiyono, 2010). Furthermore, research and development are the process of creating a new product or fixing an outdated one by following procedures and stages for justification. Research and Development is a process or set of procedures used to create a new product or improve an existing one (Sujadi, 2003, pt. 164). The result from the definitions is research and development for specific products.

The research and development steps according to Borg and Gall (2003) had six stages of educational research as following:

- (1) gathering information and data,
- (2) analyzing data,
- (3) developing the product,
- (4) validating by experts,
- (5) revising the product, and
- (6) final product (Borg and Gall, cited in Siahaan, 2019).

However, in doing the research, the researcher decided to adapt four steps from Borg and Gall model research and development: (1) gathering information and data, (2) analyzing data, (3) product design, and (4) validating by expert. The selection of these steps is because at the level of

undergraduate degree education, these steps are already feasible to use and also consideration of the length of time. In addition, according to Borg & Gall cited by Hasyim (2016, p. 88) in *Research and Development Methods in Schools*:

*"If you intend to conduct research and development for a thesis or dissertation, keep the following considerations in mind. It is advisable to start with a little project that requires only a small amount of original instructional design. "*

The above explains that the R&D steps can be simplified and adjusted to the researcher's ability because research using R&D on a large scale requires a lot of costs, a long time, and originality. Limitations on the aspects of time and implementation of research and up to step 4 are sufficient to test the validity and feasibility of a developed medium.

The first phase of this research was gathering information and data taken from journal sources, books, and articles. Gathering information and data is also needed to strengthen the theory that will be used in formulating the components of the product guideline.

In the second phase was analyzing data where the results of interviews and questionnaires were described and described. Then these results are used in compiling product content guidelines for teachers in improving student interaction in the classroom.

Next phase, the researcher tries to design EFL teachers' guidelines to increasing classroom interaction between students. In the product design phase, the result of the need analysis is used to plan a strategy for developing instruction (McGriff, 2000). The researcher constructed the classroom interaction based on the results of gathering information and data also the analyzing data before. Also, validation will be tested by experts. The materials developed were validated by the lecturer of English Education Department experience in the teaching-learning process. They gave validation to the materials developed by giving opinions, comments, and suggestions, and finally filling the validation sheet for the best result. The validation sheet was showed in appendix.

Therefore, after all the phase was conducted, the researcher provided the product namely guidelines for EFL teachers to gather students' better interaction in the teaching-learning process in the classroom.

### **1.10.2 Sources and types of data**

This research was taken at Junior High School. The curriculum implemented in the school is K13 (Curriculum 2013). Based on the facts found in the field, the classroom interaction did not properly. The teachers found it difficult to provide students with suitable learning styles, due to a lack of appropriate sources of guidelines.

The data is divided into 2 types: primary and secondary data. The primary data are observations, experiences, or recordings made close to the event. The EFL teachers and students are categorized as primary data. Several basic methods or techniques to collect primary data, such as: conducting the interview, questionnaire, documentation, and triangulation or combination (Sugiyono, 2017). In this case, the researcher took several primary data sources, the researchers conducted interviews by asking questions to the teacher and students. Then, the researchers choose questionnaires for the teacher and students. Moreover, the primary data of this research were 3 English teachers (T), and 5 Junior High School students (S).

Also, secondary data sources include textual resources such as books, theses, journals, and articles that are linked to the issue. This is the secondary data source for an amplifier's primary data collection method. Data from a secondary source will be evaluated to gain information. It has a data gathering component that can be used for a range of functions was used for collecting the data of the research.

### **1.10.3 Data collection techniques and instruments**

The use of the right technique in collecting data is important to take the objective data. The technique of data collection is all of the ways that are



used by researchers to get data in research. The data collection techniques in this research are interviews and questionnaires.

### **1.10.3.1 Interview**

Interview is a data gathering procedure in which an interviewer and interviewee have a conversation regarding the observation's subject. Interviews can provide knowledge that observation alone cannot supply, or they can be used to confirm observations (Ary et al, 2010, p. 438). It can be utilized to validate the data from the observation based on the study purpose. The researcher will conduct an interview as the initial stage of data collecting.

An interview is a meeting between two people in which they exchange information through questions and answers (Esterberg, cited in Sugiyono, 2017). This method of data gathering entails a researcher posing a question to the responder and recording the responses.

The purpose of the interview is to learn how students and teachers interact or deal with situations in the classroom. In this study, the researcher brings some questions prepared ahead of time before performing the interview. The researcher creates an interview guide as a data collection tool. An interview guide is a list of questions created by a researcher to obtain information for a study through an interview between the interviewer and the respondent. The researcher enlists the expertise of an expert teacher to assess the interview guide in order to ensure its authenticity and reliability. The information will be in the form of answers or recorded responses from the teacher and students. The participant of this interview are 5 students of 9<sup>th</sup> grader and 3 English teacher. This interview was done by the researcher paying close attention to the questions that fit what he or she wished to know. The following question are presented in Appendix 1 and Appendix 2.

### **1.10.3.2 Questionnaires**

Definition of a questionnaire is a type of data collection tool that consists of a set of questions and other prompts designed to elicit information from respondents. The researcher created a questionnaire for junior high school students. The questionnaire that would be disseminated to the students to know what they need, then analyzed as our basis to create the product. For the participant, the researcher took the information of questionnaire to 30 students of 9<sup>th</sup> grade.

To determine the stages of teachers' and students' interaction in class when learning EFL, the questionnaire was constructed based on the guidelines of a framework for analyzing learning needs and the target situation of the classroom interaction. Therefore, the procedures of collecting data are first, made questionnaire. Then, design the guidelines for EFL teachers. After that, validate it to the expert for basic to develop the guidelines and also give the comments and suggestions into the rubric (see Appendix 4).

### **1.10.4 Data analysis technique**

The data analysis techniques in this research adjusted to data collection techniques. The main instrument in this study is the researcher itself. This study's data analysis procedures are based on Nashruddin and Mustaqimah's critical literature evaluation (2020, pp. 83-85). Nonetheless, the following four processes were used to undertake the data analysis process.

#### **1.10.4.1 Choosing a review topic and formulating research question**

The analysis method starts with the selection of a research subject. The research questions were then compiled based on the current research gaps as well as the problems and areas covered in the study. The procedure of picking a review topic and producing research questions starts by "identifying the research topic, limiting

it down by sharpening its focus, and then the problem of formulation research for a literature review to be done" (Nashruddin & Mustaqimah, 2020, p. 83). In this research, the topic of the development of guidelines for students' better interaction at Junior High School is based on the topic of the research, the research questions that were formulated are: what is the need for analysis of guidelines for students' better interaction, how is the development of EFL teacher guidelines for better students' interaction at junior high school.

#### **1.10.4.2 Selecting, organizing and analyzing research sources**

To solve the research topic, this study uses an interview and questionnaire with a teacher, students. And also gather the additional information by using internet, theory, and literature. Journals, theses, articles, and other publications are among the research sources.

#### **1.10.4.3 Synthesizing and interpreting the literature**

The process of synthesizing and interpreting the literature involves "the process of combining the disparate elements of each study into logical points to arrive at a coherent argument, theory, and conclusion" (Nashruddin & Mustaqimah, 2020, p. 84). The method of synthesizing and evaluating the literature in this study starts by organizing the sources by topic and aim. The researcher interprets the sources together to discover a pattern or topic in the literature to make the grouping procedure easier. Following the grouping procedure, the researcher divides the material into paragraphs and concludes each one, as seen in Chapter 2.

#### **1.10.4.4 Putting it all together**

These three procedures should be critical in producing a thorough and accurate literature evaluation to answer the research

questions. All arguments are wrapped up and rechecked for consistency throughout the content.

#### 1.10.5 Research Timeline

No	Activities	Month
1	Preparing research proposal	January 2022
2	Consultation and revision of research proposal	February 2022
3	Asking agreement to the principal of the school for doing survey	March 2022
5	Data collection using literature review, interview and Questionnaires	April 2022
6	Analyzing data and developing the product based on literature review, interview and Questionnaires	May 2022
7	Making data conclusion	June 2022
8	Finalisation of research	
9	Thesis examination	