

**EXPLORING THE EFL LEARNERS' INTERACTION STRATEGIES IN A
COMMUNICATIVE SETTING**

FINAL PROJECT

**Submitted in Partial Fulfillment of Requirements
for Gaining the Degree of Education Bachelor
in English Language Education**



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Is definitely my work. I am completely responsible for the content of this thesis. Other's writer opinions or findings included in this thesis are quoted or cited in accordance with ethical standards.

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Assalamu'alaikum wr. wb.

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MOTTO

True happiness is often determined by the situation in our heart, not by the material and conditions around us. Focus on ourselves, we will be successful and happy. (Dr. K.H. Abdul Ghofur Maimoen M.A.)

“ Life is balance between holding on and letting go (Rumi)¹

¹ <https://www.goodreads.com>. Retrieved May 11, 2022

DEDICATION

This writing project is fully dedicated to:

1. My beloved husband Moh. Muhyiddin, mother in law Munifah Zen, my little daughter Mahira Bahija, my parents Moh. Falih (alm) and Siti Aisyah, thank you for always supporting me. They are the reason why I am so strong until now because they are the teacher of my life. They never tire of giving me advice that I will always remember so that I can succeed like this. Thank you for the endless prayers, love, effort and contribution in making my education successful and run well. Thank you for believing me for finishing the project. I adore you all

2. My beloved little brother and two sisters, Muhammad Fatih 'Aisy Kamil, Fauhatul Fawwazah and Faradisa Maftuha who always inspire me and make me proud of you all.

3. All my lecturers have guided and educated me with sincerity.

Love and respect are always for them. Thanks a billion, May Allah to multiply the reward for all your charity.

ABSTRACT

Title : **EXPLORING THE EFL LEARNERS' INTERACTION STRATEGIES IN A COMMUNICATIVE SETTING**

Writer : Fadhilatul Ishmiyyah

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This research is aimed to analyze interaction strategies in the English Club of Al Anwar Islamic College, Rembang. There are two objectives in this research, they are, 1) analyzing EFL learners employ the interaction strategies in communication, 2) explaining the problems are faced by EFL learners in communication. This research used a qualitative method that the approach was a descriptive form. It was done in Al Anwar Islamic College, Rembang. The participants of this research were the English Club in Al Anwar Islamic College, Rembang. They were twelve EFL learners in the club. The techniques of collecting the data used by the researcher were observation and interview. The researcher verified the data based on data reduction, data presentation and drawing conclusion. The findings of this research shows that: 1) Some of the expressions that learners have used in interacting, a) modified-Interaction, include asking to ensure understanding, asking to help, giving to help, and giving to repairing. Then, b) social interaction strategies are also used such as elaborating, facilitating flow of conversation, giving feedback, and giving opinion or information. 2) Problem is faced such as, forgetting vocabulary, or words that are rarely used or even appear a sense of laziness. Sometimes, learners admit to using body language when it is difficult to express. The observation finding showed that there some strategies which used by the tutor and EFL learners to interact in English. The method depended the material which was taught by the tutor. From the interview, there were so problems which faced by the tutor. Some of ELF learners also feel that their knowledge is only a little bit, so they don't feel confident that they can do it like others too. In other words, there was interest but still hesitant to do so then chose silence.

Keywords: *interaction strategies, EFL learners, problem*

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Praise and gratitude we always pray to the presence of Allah SWT who has given mercy and grace to the researcher so that this thesis can be completed. Sholawat and greetings are also poured out to the Prophet Muhammad SAW who provided help and became a role model for all ummah.

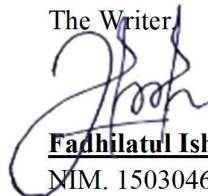
In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Ahmad Ismail, M. Ag. as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M. Pd. as the Head of English Education Department.
3. Agus Mutohar, MA., PhD as the academic advisor who has given me time to guide the author until this thesis finished. Thanks for his patience and willingness to provide advice, helpful corrections, suggestion, and guidance.
4. Lecturers in English department of Islamic Education and Teacher Training Faculty for valuable knowledge and guidance during the years of my study.
5. My beloved parents, Moh. Falih (alm) and Siti Aisyah who always love me, pray for me and support me in completing my studies. Thank you for the effort and contribution given as a valuable opportunity for the author to continue this study until this level so that it runs smoothly and successfully.
6. My beloved husband, Moh. Muhyiddin, who gives me protection, inspiration, and motivation.
7. My little sisters and brother (Fauhatul Fawwazah, Faradisa Maftuha and Muhammad Fatih Aisy' Kamil) do not forget with my little angel, Mahira Bahija, those who became the spirit of the author in completing this study.
8. All of my friends who are willing to be questioned and troubled by the author in the process of working on this thesis

Alkhamdulillah. Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the writer will be happy to accept constructive criticism in order to make it better. The writer hopes this thesis will be beneficial for everyone, especially in developing English Teaching and learning process. Amin.

Semarang, June 22th 2022

The Writer



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CHAPTER I

INTRODUCTION

A. Background of study

Interaction uses language to express idea, feeling, and thought.² Brown defines interaction as two persons cooperating in their thoughts, emotions, or ideas, resulting in a dynamic interaction on each other. Engagement involves both participants as active rather than passive participants due to reciprocity.³ According to Abarca, human interaction is a process in which two or more people participate in reciprocal activity. As a result, tutors emphasize verbal or communicative interaction while teaching a language.⁴ The English interaction that is currently happening is such a classroom situation, where the tutor provides instructions and the learners provide feedback.⁵ Cummins mentioned an early phase before verbal or non-verbal interaction in the interaction process is called the silent phase. A phase before a conversation occurs at the beginning of the interaction process.⁶ Challenges in interacting when considering everything involved regarding ideas, what to say, language, and how to use grammar and word words, listening and reacting to people to communicate.

In addition, Maleki defines two techniques for analyzing and categorizing communication strategies. The first is the linguistic approach (interactional approach) and the second is the cognitive approach.⁷ Two types of interaction are verbal and nonverbal. Some learners use nonverbal interaction use nonverbal interaction to communicate with others without using words.⁸ Concerning replies, tutors are anticipating verbal or nonverbal

² Benhu Wu. Towards An Understanding of The Dynamic Process of L2 Classroom Interaction. Pergamon. p 532 (1998)

³ Hanna Sundari, Zainal Rafli and Sakura Ridwan. Interaction Pattern in English as Foreign English classroom at Lower Secondary Schools. *Journal of English Education*. Vol. 6 Issue 1 (2017)

⁴ Marianella Abarca Fernandez. 2004. "Interaction in the English Classroom: An Exploratory Study". Nov 28, 2021.

⁵ Benhu Wu. Towards An Understanding of The Dynamic Process ...

⁶ Hanna Sundari, Zainal Rafli and Sakura Ridwan. Interaction Pattern in English ...

⁷ Ataollah Maleki. Techniques to Teach Communication Strategies. *Journal of Language Teaching and Research*. Vol. 1 No. 5 (2010)

⁸ Hanna Sundari, Zainal Rafli and Sakura Ridwan. Interaction Pattern in English.....

responses that are accurate, fluent, and acceptable in accordance with the learning objectives. Therefore, as EFL learners, the learners react in various ways, including verbal, action, and no response. However, this opportunity study focuses on efforts to interact using verbal, in which effective interaction occurs due to verbal responses between learners and tutors.

Class interaction can occur when the tutor and learners contribute to each other in achieving the target language. Especially the tutor's talk is one of the most influencing elements in class interaction in improving learners' target language. The tutor's talk is often one of the learners's references in pronunciation. Learners often imitate the tutor's words.⁹ Class interaction allows learners to speak up and comment on the interlocutor with phrases that they can understand.¹⁰ Language input probably is gained through interaction between learners. In line Johnson, if interaction between learners to learners occurs and is structured and managed well, it will be crucial aspect of the cognitive progression, and educational achievements of the learners.¹¹ According to Seliger, interaction is said to be successful when two prerequisites are met, such as the presence of an environment or language class that supports change. Then also the existence of an appropriate and structured framework at the beginning of the use of a foreign language to facilitate good communication.¹² When learners can apply their interactions well in their daily lives, it can be said that learning to increase communicative interactions is successful.

The current study of Yael's journal assumes that to achieve effective interaction in small groups in the classroom, learners must learn how to negotiate message meaning and engage in cohesive and coherent sequences of conversation.¹³ One of the English interaction class that using small group is

⁹ M. Liu and Zhu, L. An Investigation and Analysis of Teacher Talk in College English Class", 2(5). doi: 10.5539/ijel.v2n5 p. 117. (2012)

¹⁰ Ellis R. Learning a second language through interaction. (Amsterdam/Philadelphia: John Benjamins, 1999). p 238-239

¹¹ Johnson, K. E. Understanding Communication in Second Language Classroom. (Cambridge: Cambridge University Press, 1995)

¹² Seliger H . Learner interaction in the classroom and its effect on language acquisition., eds H. W. Seliger and M. H. Long, p. 89—107. Newbury House: Massachusset s. (1983)

¹³ Yael Bejarano, P. 204

English club which is this club provide facilities to support the ability of their learners to understand English well, both materially and practically. English club also implements English interaction, so that the material and practice can be balanced.

Johnson state that effective interaction can be improved by training learners in the Skilled Use of Interaction Strategies (SUIS). SUIS is a cooperative learning strategy designed by Yael and friends. SUIS is based on theoretical principles concerning interactional processes. To create effective interaction or communication, it is necessary to have skills and strategies used in language classes in small groups.¹⁴ Yael and friends, in previous study, state that the use of training in the Skilled Use of Interaction Strategies (SUIS) give the significant achievement towards the leaners. Their opinion is that even the best classroom organization and task demands will not be enough to provide such linguistic interaction in a small group, where there is a strategy in the interaction that can help the occurrence of effective interaction. Learners's adoption of modified interactions and social interaction is one approach for increasing the quality of communication with small group division.¹⁵ The researcher discovered interaction between EFL learners in the English club. EFL learners use some expressions to communicate with others. The cooperation between EFL learners is seen when they try to help each other to bring about dynamic communication. English club as a place for them to explore speaking skills, especially communicating using English well, fluently, and correctly.

In other hand, there are some problems in implementing English class interaction for EFL learners. EFL leaners find it difficult to do this practical, such as Indonesia's learners who are non-native speakers of English face constraints and difficulties. it is very possible to experience difficulties because they do not use a foreign language as a daily language, but use it as a foreign language only at certain moments.¹⁶ Interaction is face to face

¹⁴Yael Bejarano, P 205

¹⁵ Yael Bejarano, P 203

¹⁶ Amadou Kamara. Non-Native English Speakers and their Experience in College : a Study Based on Interview Conducted with International Students at the University of Massachusetts in Amherst". *Master's Capstone Projects*. P 97. (2004)

communication with particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants. Some of these aspects that occur in interaction activities, including body language, expressions, and utterances that come out of participants.¹⁷ Some EFL learners who have little vocabulary so do not have the ability to choose the right vocabulary in conveying the meaning. Many of them fail to maintain the interaction. Then, regarding strategies and competence in inadequate communication is also one of the obstacles in the interaction process.

Strategic interaction claimed by Yael Bejarano and et al can improve the quality of interaction. Interacting is the most important language tool and is often used in communication. Therefore, in this research, I am interested and will discuss about EFL learners interaction strategies in overcoming obstacles that occur in classroom interactions. So, if we have social interaction well, there is definitely no misunderstanding in communication. Strategies in the interaction of English with foreign languages in a supportive environment to achieve the target language is the goal of this research.

B. Reasons for Choosing the Topic

This research discussed that interaction strategies are the most frequently employed by EFL and the problems faced by EFL learners in English communication. The reasons of choosing this topic are as follow:

1. The researcher wants to analyze EFL learners employ the interaction strategies in communication
2. The researcher wants to explain problems are faced by EFL learners in communication

C. Research Questions

Based on the background of the research above, the writer formulates the statement of the research below :

¹⁷ David Crystal. *English as a Global Language*. (Cambridge University Press, 2003)

- a. What interaction strategies are the most frequently employed by EFL learners in communication at English Club?
- b. What problems are faced by EFL learners in communication at English Club?

D. Object of the Study

Related to the problem statement above, the objective of this research is expected to be useful information to :

- a. The study to analyze interaction strategies are employed by EFL learners in communication at English Club
- b. The study to explain problems faced by the EFL learners in communication at English Club

E. Limitation Of the Research

This study focuses on the interaction strategies used by EFL learners in English communication. Due to time constraints and learners access, this study only focused on investigating the strategies by EFL learners in communication. This study involved learners of the English club from Al Anwar Islamic College.

F. Research Significant

The researcher intended the result of the study will be useful both theoretically and practically for others. Here are the significances of the research:

1. Theoretical Benefit

The findings of this study are expected to be useful information for the readers about interaction strategies in EFL classroom and as reference to the next researcher in the same field.

2. Practical Benefit

a. For the leaners of Al-Anwar Islamic College

The leaners of English Club can use this research at Al-Anwar Islamic College to influent their English interaction. This paper is beneficial for English language practitioners and English language learners and ELT researchers.

b. For readers

This research is able to increase the readers' knowledge about strategies and problems in English interactions process.

c. For the researcher

This research extends the writer's knowledge about which is commonly used by learners of English Club at Al-Anwar Islamic College about strategy of English interactions.

d. For the next researcher

The result of this research is expected to help the next researcher get the additional information about strategies used on the English interaction.

CHAPTER II

LITERATURE REVIEW

In this chapter describe a theory-building used as a basis for research. This chapter contains the review of previous studies, theories, and conceptual framework

A. Previous Research

Related to this research, the researcher chose several previous studies that were relevant to the research. The first research was conducted by Yael and Friends, Elsvier in 1997. In this study, the researcher explained that there was research on using interaction strategies. Using this approach, this research was conducted in small groups. The goal is effective communicative interactions during group work in small group. Thirty-four students in two eleventh grades at a comprehensive secondary school in Israel were participants in the study. In addition, twenty experienced English tutors with up to thirty-six years of teaching experience were recruited as participants. In this study, two classes were used, namely the experimental class and the control class. Interviews, class observations/recordings, focus groups are instruments for collecting data. Findings based on descriptive statistics, indicate that as a result of the training in the skilled use of interaction strategies the experimental group used significantly more Modified-Interaction and Social-Interaction Strategies than the control group. The increased use of interaction strategies improved students' communicative interaction in small group.¹⁸ The similarity between Yael at all's research and this research is that they both explore the use of communicative interactions during group work in small groups, but what makes the difference is the data collected. In this study, researchers conducted interviews and observations to teachers and HRD as data collection. However, in Yael at all's research, researchers collect data using quantitative research.

Semi Sukarni and Siti Ulfah did the second study, in this research the researcher used qualitative data. The researcher used qualitative data was collected through observation and recording. The researcher focused on improving speaking ability. The study is the interaction between the tutor and

¹⁸ Yael and friends...

the learners in the classroom.¹⁹ The similarity between the thesis Semi Sukarni and Siti Ulfah's research and this research is the research method using qualitative. Semi Sukarni and Siti Ulfah's research about the interaction between tutors and students in the classroom, then besides this research analyzing the interactions between tutor and students, I put more emphasis on interactions between students as EFL learners.

The third study was done by Sitti Nurpahmi, Eternal in 2017. The researcher explained the types of teachers' talk in classroom interaction. The researcher used a descriptive study design with observation as the approach. Its goal was to collect data gathered during the teaching and learning process. The data was given by assessing the teacher's talk and the informant's speech act. The instructor of ICP FMIPA UNM Makassar provided the data. The writer employed a video camera to record and shoot the lecturer's speech, as well as to transcribe it. This study instrument was utilized to collect information regarding the lecturer's instructor talk and speech act at ICP FMIPA UNM Makassar. The findings of the research shows that there are some types of teachers' talk performed by the lecturer during classroom interaction, they are greeting student, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice and closing the class.²⁰ Similarities with my research during class interactions there is a process of greeting, giving advice, giving direction and ect. Then from the description also using a descriptive study. The difference from this study for data sources taken from researchers is not only from tutors or lecturers, but also from students.

The fourth is Benhu Wu's article on Towards an understanding of the dynamic processes of L2 class interaction, Pergamon in 1998. This paper explains the nature of verbal exchanges or the relationship between interaction and acquisition. However, in addition to this about the internal linguistic processing of the learner it is important to explore the information of the

¹⁹ Sukarni Semi and Siti Ulfah. 2015. An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eight Grade of SMP Negeri 18 Purworejo. *Journal Vision*, Vol. 4 No. 2

²⁰ Sitti Nurpahmi. 2017. Teacher Talk in Classrom interaction. *Eternal*, Vol. 3 No. 1, June

second language.²¹ Benhu Wu's article explores second language information, its same with the reseacher. Researchers also want to explore second language, how the right framework is used in interaction classes so that dynamic interactions occur in interaction classes.

The fifth is the dynamic of English interaction in English classes of MAN Salatiga by Ayu Kurniawati. The study identified interaction patterns used in the classroom and student achievement. This study used method where the data was obtained qualitative analysis. The author uses two data sources. Data were taken through observation and interaction recordings in three classes and also were used to view student achievement. The study explained about the analyzing spoken language in classroom interactions: initiation, response, and follow-up or model (IRF) and student achievement. The findings of the study showed that teachers interacted by giving questions, commands, and explanations to students, while students interacted by answering teacher questions. All teachers in the three classes are more dominant in the classroom and almost all interaction are initiated by the teacher. Teaching materials, methods, teachers, students' self-confidence, student anxiety, and motivation are some of the factors that allow influencing the differences in patterns produced in the classroom. The difference between this research and this research is the object, method and procedure.²² Overall, the use of research methods is the same, then how to identify patterns of interaction is not much different. There are also several factors encountered in the process of interacting. Differences in data collection through observation and interaction recordings, while researchers used interviews with both teachers and some students.

²¹Benhu Wu. Towards An Understanding of The Dynamic Process of L2 Classroom Interaction. Pergamon. p 532

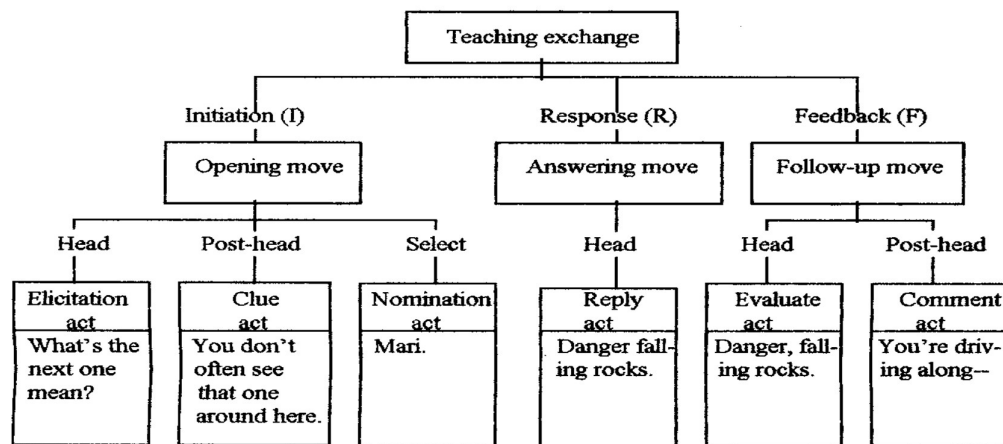
²² Ayu Kurniawati. The Dynamics of English Interaction In English Classes Of MAN Salatiga, Thesis, Faculty Of Humanities Diponegoro University Semarang, xv. (2019)

B. Theoretical review

This research will discuss English teaching, and learning method related to (1) Interaction strategies (2) Types of Strategies in Interaction (3) Problems are faced by EFL learners

1. Interaction Strategies

Pica suggested that more research be conducted on the relationship between input and interactional changes. One approach is to focus on the particular contributions of the tasks. It would also be interesting to investigate the effects of a broader range of interactions, such as whether interactional modifications involving other structures have a positive effect on interlanguage development, or whether these findings hold true in a classroom setting or in a naturalistic setting.²³



Sinclair and Coulthard's model of discourse structure (Sinclair and Coulthard, 1975) was formulated to deal with class interactions as oral discourses. This interaction is a language interaction in the classroom this analysis is to look at the linguistic aspects of teacher-student interaction'. This system is structural-functional because it is designed to investigate the 'function of speech and the structure of discourse. its structural elements are the exchange of teaching with Initiation (I), Response (R) and Feedback (F)

²³ Pica Teresa. (1992). The textual outcomes of native speaker–nonnative speaker negotiation: What do they reveal about second language learning? In C. Kramsch & S. McConnell-Ginet (Eds.), *Text and context: Cross-disciplinary perspectives on language study* (pp. 198–237). Lexington, MA: D. C. Heath & Co.

by realizing different types of actions such as elisitation, prompt, nomination, reply, evaluation. This structural-functional framework helps to simply uncover the relationship between teacher and student speech, but is unable to answer the complexity of classroom interactions.²⁴

For the success of the dynamic interaction process, an important instrument is needed to assist EFL, namely by using an interaction strategy. Doughty and Pica proposed optimizing the interaction class settings, ensuring more active participation from learners than just assignments. Optimizing learners' participation requires developing effective interaction strategies in appropriate classroom assignments and settings. Development and implementation of foreign language interaction strategies are encouraged so that each member in a group can be active and involved in the interaction process. Doughty and Pica claim that having a clear strategy can help learners increase their talent and interest in foreign language skills.²⁵

In group settings, social and cognitive abilities are critical to successful interactions. To encourage effective interaction in a small group in an EFL class, both in terms of assignments and classroom settings, learners need to learn: how to negotiate the meaning of the message and how to engage in a cohesive and coherent sequence of interactions.²⁶

a. How to negotiate the meaning of the message.

Negotiation is the way learners want to express feelings and thoughts so that they can be understood.²⁷ So in interaction activities, between participants can ask questions as a form of negotiation so that the information conveyed or received can be understood properly.

²⁴ Benhu Wu. *Towards An Understanding of The Dynamic Process of L2 Classroom Interaction*. Pergamon, 1998. p 532

²⁵ Doughty, C. and Pica, T. *Information-Gap Tasks: Do They Facilitate Second Language Acquisition?* (TESOL Quarterly 8, 1986) p. 305—324.

²⁶ Sharan, S. and Hertz-Lazarowitz, R. *Cooperation and Communication in School*. (Schocken: Tel Aviv and Jerusalem 1978) p. 103-104.

²⁷ Lightbown and Spada. *How Languages Are Learned*. (Oxford : Oxford University Press, 2006) p. 354-355.

b. How to engage in a cohesive and coherent sequence of interactions.

In the involvement of a cohesive and coherent sequence of interactions, participants will try to understand each other or ask each other when facing difficulties in their interaction process.

The types of classroom interaction are tutor-learner interaction, learner-tutor interaction, and learner-learner interaction.

2. Types of Strategies in English Interaction

Research in second language learning and small group cooperative teaching has yielded theoretical concepts about interactional processes. SUISS is for Skilled Use of Interaction Strategies, and it is a program that teaches learners how to improve their ability to interact effectively. It has been extensively explored the abilities and strategies required for effective interaction or communication among members of small groups. Modified Interaction Strategies and Social Interaction Strategies.

a. Modified-Interaction Strategies

Participants who require support in actually using the language in question to realize communicative goals will benefit from modified interaction strategies. As a result, these strategies are crucial for engagement in a Second Language (SL) or Foreign Language (FL) linguistic setting. Four types of Modified-Interaction Strategies were included.

(1) Asking to ensure understanding

A question asked to check the interlocutor's understanding of how the message has been received according to the speaker's intention so as not to cause misunderstanding or lack of meaning from the speaker's message

(2) Asking to help.

When the speaker has difficulty in expressing the utterance, the speaker asks the help of other members of the speaker interaction group to better express the speaker's utterances in the target language

(3) Giving to help.

In interacting, other members can provide assistance to the speaker

in expressing their message who still have difficulty conveying the meaning of the message in the target language.

(4) Giving to repairing.

Other members can correct the language or lexical errors of the interlocutor so that the interlocutor can also learn from mistakes using the target language.²⁸

The four types of interaction-modification strategies above can help interaction participants who experience language deficiencies during the interaction process. The above strategies can also maintain the interaction process so that it continues.

b. Social Interaction Strategies

These strategies are essential in any communicative context to enable participants to act as better communicators. All effective intra-group relationships rely on these approaches. In the application of social interaction strategies and the adoption of this strategy involving cooperative classes in interacting. Where all members in the group can act actively. From Johnson's review, participants can help each other develop listening skills and active roles. This review is supported by the opinion of Sharan and Hertz-Lazarowitz.²⁹ This is done in order to maintain a cohesive and coherent conversation between groups, where what is expressed between group members can be interconnected and sustainable. unlike a short conversation that is less creative, unbound and disjointed, which indicates the purpose of the interaction is said to be a failure because the participants are not interactive with each other. There are five types of strategies.

(1) Elaborating.

A participant can provide previous statements to expand the discussion, such as giving examples and adding phrases to attract the other person to comment on each other. the discussion will be more complex and open a more effective discussion.

(2) Facilitating flow of interaction.

²⁸ Yael Bejarano...

²⁹ Sharan, S. and Hertz-Lazarowitz, R. *Cooperation*, (1978) p. 107.

A promoter can aid discourse activities in the interaction group. When challenges arise in the discourse, the promoter can act as a bridge, add comments, or engage as a discussion controller to keep the conversation continuing further.

(3) Giving Feedback.

The action of asking group members questions, followed by reply from other group members to agree or disagree with questions posed by other participants. Then it might go on to explain why the questions were asked. both the questioner and the feedback giver get an overview from each point of view about the relevant information.

(4) Giving opinion or information.

Activities provide information or opinions in accordance with the language that takes place in the interaction. Both carried out by the speaker and the interlocutor.

(5) Paraphrasing.

Another participant can give an explanation in his own words based on the previous speaker's exposure.³⁰

If EFL learners wish to be effective in their interactions, they can employ the social interaction skills described above. This strategy can help the continuity of the interaction process.

3. EFL learners face problems

Nunan argues the ability to carry out conversations in the target language is a measure of success. Learners who do not learn how to communicate in the classroom may get discouraged and lose desire to learn. Speaking in front of a class can be fun, increase learners motivation, and make the English language classroom a fun and dynamic environment to learn English. When success is achieved, motivation and self-confidence will increase in the learning process.³¹

³⁰ Yael Bejarano...

³¹ Douglas Brown H. *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education, 2004) Boardman, A. Cynthia & Frydenbergjia.

Raba'ah has stated that some EFL learners have difficulty speaking English. These difficulties come from a lack of intrinsic motivation or extrinsic motivation. These extrinsic motivations come from the classroom, curriculum and environment.³²

Tutors and learners as EFL learners still have difficulty in seeing the relevance of English. The low motivation in learners makes the biggest challenge to achieve language targets.³³ Brown says that if class time spent focusing on speaking demands the full attention and interest of the learners, then they stand a good chance of reaching their goals.³⁴

Learners face challenges when learning English As a second or foreign language. In the Penny Ur's research, the researcher will focus on communication difficulties. Penny Ur stated that there are three types of speaking problems.

a. Difficulties in learning English

The difficulty in learning English is the learners' lack of motivation in reading, listening, and writing language and the lack of practice to improve their language skills makes learners nervous when speaking in class and less confident when seen by the audience.

b. Don't say anything

When learners don't know much vocabulary and grammar to speak in front of the class, they have to motivate themselves and practice their skills. An environment that does not create a language atmosphere also makes learners not have the opportunity to speak in English

c. Participation of low or uneven.

In large groups, there may be only one active participation or time constraints mean that not all learners have the opportunity to speak.

Another cause, learners are also less motivated to use foreign

³² Ahmed Maher Mahmoud Al Nakhalah. Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*. Vol. 5 Issue 12 (2006)

³³ Douglas Brown H. *Teaching by Principles: An Interactive approach to Language Pedagogy*, 2nd ed. (New York: Longman, 2001) p. 118

³⁴ Douglas Brown H. *Principles of Language Teaching and Learning*. (New York: Pearson Education, 2000) p. 285

languages and prefer to use their mother tongue in communicating with their peers. Using the mother tongue is considered easier than using a foreign language.³⁵

According to the definition above, speaking challenges refer to a learners's lack of fluency and vocabulary when speaking English. They lack confidence while speaking a foreign language and prefer to utilize their native tongue because they do so more frequently. Penny Ur proposes some solutions that tutors may use to take active steps, such as group work, utilizing simple language in activities, selecting relevant topics to stimulate interest, training in discussion skills, or giving instructions to facilitate understanding, keeping learners speaking the target languages.³⁶

³⁵ Penny Ur. *A Course in Language Learning: Practice and Theory*. (Cambridge: Cambridge University, 1996) p. 121

³⁶ Peny Ur...

CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, source of data, method of collecting data, data collection techniques, instruments, and data analysis.

A. Research Design

1. Types and Research Approach

The researcher used the qualitative approach will for the study because interaction is a process that integrates human behavior in its natural contexts. Nunan explained that qualitative approaches are exploratory, descriptive, and process-oriented to understand human behavior from the writer's perspective.³⁷ The researcher used a descriptive data analysis approach. The research that aims to provide a description of conditions or situations is known as qualitative descriptive analysis research.³⁸ This study will be used qualitative method to explore the implementation of SUIS strategies on English interaction by English Club as EFL learners Al-Anwar Islamic College, Sarang Rembang. The research depicted in the situation by describing them in words based on data gained from instruments in the natural situation.

2. Research Setting and Context

This study will take place at Al-Anwar Islamic College on March 7, 2022, with learners from the English Club interaction class. The participants of this research were 12 learners willing to take part to participate in the interview. The sampling technique in this study used purposive sampling. In qualitative research, the object/participant is determined by the researcher (purposeful sampling) by selecting the best person or place who can help researchers understand a

³⁷ Semi Sukarni and Siti Ulfah. An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eight Grade of SMP Negeri 18 Purworejo. *Journal Vision*, Vol. 4 No. 2 (2015)

³⁸ M. A. Hakim Assidqi. Contextual Classroom Experience. *Journal Vision*. Vol. 4 No. 2 (2015)

phenomenon well.³⁹ The researcher chose the location and participants because the interaction class or English Club class at Al-Anwar Islamic College has the capabilities to become a participant in this study. The researcher took participants from participants of the English club which consisted of 12 learners. The researcher got many points of view and experiences from the two interaction ways.

3. Data Source

Creswell mentions a number of data collection methods such as documents, questionnaires, interviews, observations, and audiovisual materials. This study conveyed observation, interview, questionnaire, and document analysis.⁴⁰ The researcher tries to find out the strategies and difficulties faced by the SUIIS strategies in the interaction process. Sources of data from this study came from observations and interview with participants.

4. Procedure for Gathering Data

- a. Observation to observe the strategies in English interaction as Foreign language. For technique of data collection, the researcher provides some questions that answered by tutor and learners in Al-Anwar Islamic College to analyze about strategies in English interactions process.
- b. Interview to know the different strategies of English interaction itself English has foreign language. The second technique that the researcher chooses is interview, the researcher asked the sample random learners with some question to analyze more deeply about their problems daily interactions process. The interviews in this study focused on individuals. Interviews are conducted via whatsapp to make it easier to get data due to time constraints.

³⁹ Sumadi Suryabrata. *Metodologi Penelitian*. (Jakarta: PT Raja Grafindo Persada, 1998) p. 19

⁴⁰ Creswell, J. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Pearson: Prentice Hall, 2008)

5. Participants

The participants in this study are EFL learners. There are two class in beginner and intermediet level consist of 12 learners. The study will divide participant in some group, each group consists of 3-4 learners. Participants are from English Club of Al-Anwar Islamic College as EFL learners. The participants who took part in this study were selected randomly.

6. Technique of Data Analysis

There were 3 steps in data analysis technique. They were data reduction, data display, dan conclusion drawing.⁴¹

a. Data Reduction

Data reduction or data condensation was the process of selecting, focusing, simplifying, abstracting, and transforming the collected data from interview, field notes, transcript, documents, and other empirical material.⁴²

b. Presenting the data

In presenting of data includes taking action to draw conclusions. This step was carried out to reconstruct all data collected during field activities. Information is collected through a data reduction process, namely simplifying the data. The data is analyzed by making detailed information. Then the narrative description used for the conclusions of this research, in the form of sentences analytically, systematically, and in a way that is easy to read and understand.

From the description above, we can conclude that the presentation of data to explain the data can be in the form of a description or narrative. The technique used at this stage is compiling information, description or narrative in concluding the data. Researchers will process data based on consideration of research findings, both from interviews and observations that have been made.

⁴¹ Matthew B. Miles. 2014. *Qualitative Data Analysis, 3rd edn* United State of America : SAGE Publication

c. Conclusion drawings

The last step in analyzing the data from this research is to use data reduction to show the main idea in the data you want to display. After interpreting, the researcher makes an overview first. Then displayed and also researchers can conclude. conclusions from the description in this analysis of the SUIIS strategy and difficulties in English interaction at English Club of Al-Anwar Islamic College

CHAPTER IV

RESEARCH FINDINGS

A. Findings

In this chapter, the researcher present the findings of the research that has been carried out. In collecting data, researchers conducted observations and interviews to find out the strategies used in the English interaction process in the English Club. As seen from the English interaction between learners. The researcher also analyze the problems faced by learners in the process of interaction between English club learners. At the end of this chapter, a discussion of the research findings is also included.

First, the researcher explain the findings of the research that the researcher has done. The purpose of this study was to determine the strategies used in the interaction in the language class. This research was conducted on April 13, 2022 at an Islamic College in Rembang. This study involved 12 learners as participants and were also interviewed. The 12 participants consisted of 4 male learners and 8 female learners.

Researcher was used observation to find out the various strategies used in interacting. When interacting, they use a variety of strategies. Interviews used by researchers through Whatsapp chat. The following is an explanation of these findings. The strategies which is used in the interaction class with devide in discussion class or small group. One of grup include 2-3 learners.

In the English Club there are tutor. The tutor when teaching speaking English also teach from the beginning to make sentences, dialog, and story telling. Because there were Islamic boarding school who have different ability as like introvert. Thus, learners already have basic skills in stringing words. The assumption is that learners can make sentences even with simple sentences. Tutor also provide various strategies to improve learner's communication skills. But, tutor often divide their learners into small groups so that learners are expected to actively and evenly carry out their roles as English language learners. This forces learners to practice through conversation.

“I started teaching them an easy way. For example, by making sentences, then facilitating daily conversations, and then practicing them. Sometimes I also give themes for role-playing, or story telling so that they are also familiar with some vocabulary. Sometimes I also have discussions, I often practice directly by dividing them into small group.” (Tutor)

Sometimes, in learning to improve their interaction skills, the tutor gives a theme for their conversation like role play. Learners are often given the opportunity in the realm of discussion, the tutor is also an intermediary to keep the conversation going. Learners can express their opinions, refute or add opinions from other learners.

In general, looking at the interaction from the angle of the object can be said to be types of classroom interaction are tutor-learner interaction, learner-tutor interaction, and learner-learner interaction

(1) Tutor-learner interaction

The interaction of the tutor-learner in question is the interaction between the tutor and the learner, the tutor plays an important role in this interaction. The tutor gives direction and instruction for discussion to the learners to improve the learners' ability to speak English. In order to gain closeness to learners, the tutor also conducts personal communication to some learners. Interaction occurs in activities when the tutor gives explanations, asks opinion, gives information, corrects mistakes, praises, directs discussions, clarifies, and translates in Indonesian. In the mentoring process, when giving reviews, the tutor must set the speed, volume of the voice, and choose easy words. So, learners can easily understand the explanation.

The materials and examples used are in accordance with daily activities, so that it will make learners better understand the explanations presented. In addition, the tutor also provides alternative words to increase learners' vocabulary. When finished explaining the tutor asks the learners ("do you understand?") if any learner does not understand they can ask then the tutor will answer from the learner's question. The tutor makes a method for learners to be confident to speak in class. Interesting topics used will stimulate learners to be active in the

classroom. The first observation, the tutor gives ice breaking before starting the lesson which aims to get the enthusiasm of the learners.

The second observation is that the tutor frees up the theme that learners talk about aims to make learners more free and not tied to the theme and the tutor provides motivation to be confident in speaking. The third observation, the tutor gives a theme, to improve the learner's speaking ability and vocabulary.

Effective interaction to two-way communication between tutors and learners. In the teaching and learning process, tutor only needs to cultivate and develop creative thinking through interactions such as, open-ended questions, praise and appreciation to encourage teacher and learner interaction.

Tutors use verbal and non-verbal interactions to convey and evaluate the material. This is especially important because the learner's experience in practicing effective interaction can contribute to the mastery of the English language.

First, in discussion conducted by tutor and learners. There is a topic that will be raised. There the tutor plays a role in providing information or themes to learners. Which aims to provoke learners to give a response or an opinion. So what tutors do is ask their opinion or point of view on a topic. In this observation, found giving information that the tutor did. It is then followed by asking an opinion addressed to the student.

T: I have an interesting discussion.

S1: About what, Mrs?

T: We know that there is still a lot of garbage in our environment

that is scattered even though garbage has been provided.

(Giving

information)

What do you think all? (Asking opinion)

Second, there are learners who don't know the vocabulary of the tutor. The learner asked and the tutor gave a translation in Indonesian. So that learners understand and get new vocabulary from tutors.

S2: I don't understand with the word scattered Mrs. What does it mean?

T: *Scattered is tercecer*, (Translating in Indonesian).

S2: Okay.

Third, when learners are active by giving opinions, then what the tutor does is to give Praises. This shows that the tutor is happy and agrees with the idea that the learner gave. Giving praises as a form of appreciation to learners for daring to express opinions in discussions. Then the tutor clarifies the learner's opinion. The conversation can be found below

S3: Mrs, what if we distinguish between organic and inorganic waste?

T: *That's a great idea, Dear.* (Praises)

It means that we need to buy litter or give it a different color of paint. (Clarifying)

Here, it was also found that the tutor corrected directly the pronunciation error in one of the learners. So that the interactions carried out become clear. No confusion or misunderstanding occurred on the interaction between tutors and learners.

S1: Good idea Mrs, it's also one way of improving environmental care and attracting it to collect waste can be *money*. Hhehe (pronunciation money is not quite right)

T: *money* (tutor justifies wrong pronunciation) (correcting mistake)

S1: oke Mrs. hhee

NO	Aspects
1.	explanations,
2.	gives information,
3.	Asks opinion
4.	corrects mistakes,
5.	Praises
6.	Clarifies
7.	Translates in Indonesian

In the discussion above, what was done by a Tutor with 6 learners has indeed gone well. But some learners did not actively participate in the discussion. For learners who understand, immediately respond to the feedback given by the tutor, especially supported by their ability to communicate English is qualified. In the other hand, there are those who still find it difficult to express ideas because of the limited vocabulary they have, even though they already understand the words of the tutor. Especially with the limited time also makes participation in the discussion group not optimal. Confession from one of the learners who has been reviewed

(2). Learner-tutor interaction.

Looking at it from the side of the framework or analytical framework for the interaction used is elaboration. This system is structural-functional because it is designed to investigate the 'function of speech and the structure of discourse. Its structural elements are the

exchange of teaching with Initiation (I), Response (R) and Feedback (F)⁴³

First, In discussion conducted by tutor and learners. There is a topic that will be raised. There the tutor plays a role in providing information or themes to learners. Which aims to provoke learners to give a response or an opinion. So what tutors do is ask their opinion or point of view on a topic. In this observation, found giving information that the tutor did. It is then followed by asking an opinion addressed to the learner. The tutor's way or model to lure learners to actively participate in conversations using the theme given by the tutor is called the tutor initiation step. It can be found in the observations when tutors and students have the discussion below.

T: *I have an interesting discussion.* (Initiation)

S1: About what, Mrs?

T: *We know that there is still a lot of garbage in our environment that is scattered even though garbage has been provided.* (Giving information)
What do you think all? (Asking opinion)

When the tutor reviews and evaluates about the material, the learners are asked then they respond and the learners do not understand. Then the learners ask the tutor. Interactions carried out by learners, namely: learner responses; initiated learners; and learner confusion. Learner responses mean that learners can respond when the tutor asks and reviews and evaluates material. Here's an interview with tutor.

“Before they discuss in small groups, I sometimes give them themes that they will discuss, and sometimes also let them discuss with a free theme, I direct making a free theme that is close to their environment or activities that will

⁴³ Benhu Wu, *Towards An Understanding of The Dynamic Process of L2 Classroom Interaction*. Pergamon, P. 529

be carried out or already carried out. Then during the discussion, I listened from one group to another, noting what needs to be evaluated, evaluating and explaining solutions or strategies when they had difficulty communicating.” (Tutor)

The learner's activity of responding occurs when the learner does not understand what the Tutor intended, so the learner asks. Then the tutor gives the learner an answer. It's namely learner responses.

T : That's a great idea, Dear. It means that we need to buy litter or give it a different color of paint.

S5 : *What does mean, Mrs?*

T : We can distinguish colors for organic and inorganic waste.

For learner initiation indicates that the learner is active in the interaction that occurs. The learner dares to ask questions or even give opinions to the Tutor in discussion activities. Students respond by asking whether their opinions are acceptable or not.

S3: *Mrs, what if we distinguish between organic and inorganic waste?*

T: That's a great idea, Dear. It means that we need to buy litter or give it a different color of paint.

In interacting, learners may not understand the word that may have just been heard. Then he asked and when he didn't get an answer from the teacher, there would be such a thing as learner confusion. Another possibility is when the learner has difficulty understanding, but the learner does not want to ask questions. This also makes learners still confused. But, in the conversation below, when there are learners who do not know vocabulary, then get an answer translate in Indonesian by their tutor. So learners don't experience confusion.

S2: I don't understand with the word scattered Mrs. *What does it mean?*

T: *Scattered is tercecer,*

The Roles of Learner-Tutor Interaction

NO	Aspects
1.	Initiation
2.	Response
3.	Feedback (follow up)

(3). Learner-learner interaction

In English club, the interaction between learners and learners is more complex and gets a large portion. Learners interact more, meet face to face and communicate with each other than with their tutors. Interaction in the classroom is an important role to improve learners' speaking skills.

Interesting topics are determined in order to stimulate learners to engage in class activities. It is also freed in discussion. In communication is required various grammars and structures then they are given instructions and seduced to speak.

Activities in the classroom one after another use debate, discussion, and role-playing. Observation findings finds learner-learner interaction in english club. In class, learners communicate with each other with a small group, while the tutor serves as a mentor. To improve learners' speaking skills, they must practice speaking.

By being in groups, the learners have the opportunity to interact, dialogue, communicate with each other among learners, and have more of a social learning environment. those in the group can correct, discuss material, and exchange ideas, will train and improve their speaking skills. In terms of learner-learner interactions, tutors use several strategies. They interact according to the strategy by the tutor in the classroom

1. Interactions strategies in English

After observing activities at the English club using various strategies, the researcher interviewed 12 learners to find out their experiences after implementing these strategies. Interviews were conducted online via WhatsApp chat. Thus, the explanation of the findings of interviews conducted by researchers with learners. From observations and interviews, researchers found the interaction strategies used in the English club are as follows:

a. Modified Interaction

After observing, the researcher looked and found that in teaching, tutors often divide the learners into several small groups. The division of the small group, according to the strategy in Modified Interaction. This is in line with Yael's and Friends in their journal saying that the division of their study group into several small groups makes the use of the Skilled Use of Interaction Strategies (SUIS) more optimal as a cooperative learning strategy. Small group learning using customized interaction strategies can create ideal conditions for active engagement of learners.⁴⁴ The tutor supports that opinion to divide the class into small groups with the strategy so that everyone can participate and eliminate gaps because I often see that large groups are less effective, some learners do not participate in interactions, so small groups are more effective in communicative interactions. The interview with the tutor below shows the tutor introducing these strategies to make it easier for learners and tutors to interact using English. The following are the findings of the interview with the tutor.

“I introduced them interaction strategies in which there are frameworks of expression that can be used when difficulties. Some aspects are also used such as asking to ensure understanding, the expression of agreeing to disagree, giving opinion or information, paraphrasing etc.

⁴⁴ Yael Bejarano....

and that I explained in the English club, so that when they stop in interaction, they have options that they can practice to be able to continue the discussion or independent conversation they have.”

To support the use of modified interaction strategy, some learners use the following expressions in interaction.

(1) Asking to ensure understanding

There is an explanation from the tutor followed by the tutor's question about the learner's understanding. It's one way to keep the interaction going. When learner respond well, the interaction is acceptable. This conversation occurs in the interaction between the tutor and the learner.

T: We can distinguish colors for organic and inorganic waste. *Do you get my point?*

S5: Yes, Mrs.

Participant A uses the expression “*Do you understand, what I mean?*” As in the following dialogue

A: Afni, where will you go?

B: I will go to market.

A: Can you buy me a headband?

B: Headband... what is it?

A: Headband is an accessory use on the forehead to hold/keep hair away from the face or eyes. *Do you understand, what i mean?*

B: Yes.

A: OK thank you, Sis. This is the money

In the first observation on the interaction carried out by learners, there is a repetition of the word headband done by participant B followed by asking what is the headband referred to by participant A. Repetition is done by participant B because he still feels confused about the word. Then participant A explained

it, followed by asking participant B for understanding, using the phrase "Do you understand, what do I mean?" with the sentence indicating that in the dialogue carried out above using checking understanding.

Usually when using questioning or checking understanding strategy at the word "do you understand?" because I often use this sentence when I see the other person doesn't respond to my words because the other person can't understand, doesn't know the meaning of the vocabulary I'm expressing. At that time, I was confused to explain, because of the limited vocabulary. (Participant G)

Based on these data, this strategy is applied to check understanding or to stimulate the participation and involvement of learners in producing language. Thus, between learners can create effective language class interactions and have the opportunity to express ideas, feelings, thought and produce language so that learners can improve their language competence.⁴⁵

In other hand, some of the problems experienced by learners in implementing these strategies. For example, using strategy of checking understanding after giving an explanation of what is meant or using synonyms of the intended vocabulary, it turns out that the other person still doesn't understand it. That's where there is a failure to maintain the interaction that has taken place.

In the second observation was found again the conversation between learners as follows. Below is an example of the conversation

A: By the way, do you like horror movies, bro?

B: Yes, i like horror movies which have unexpected scenes.

⁴⁵ Benhu Wu. Towards An Understanding of The Dynamic Process of L2 Classroom Interaction. *Pergamon*. p. 532 (1998)

A: Oh. Horror movies that are funny?

B: No... no... no.... That's not what I mean. I mean horror movies that are not easy to know what happened next from the movie

C: Oh like that. Me too

Participant B uses the expression "*that's not what I mean. I mean horror movies that are not easy to know what happened next from the movie*". This is an expression to provide correct clarification when the interlocutor fails to understand the expression.

Participant A may not know the vocabulary, so they don't understand. Then participant B explains in other words that are easier to understand so that the message conveyed can be received as a whole. Additionally, the findings of observations are also strengthened by the findings of interviews with learners as below.

According to my experience in using the above strategy, for example in checking understanding and then trying to explain more broadly to the interlocutor who still does not understand, can provide a complete understanding to the other person so as not to experience misunderstanding (Participant G)

(2) Asking to help.

Of course, participant A has forgotten or confused about how to express a message because of limited vocabulary and uses the expression "*can you explain it in other words Amelia?*" to ask participant C for help to provide understanding to participant B yang tidak paham dengan kata side dish. So that the message is conveyed properly. Like the example in the conversation below

A: What side dish do you want for today?

B: I don't understand what you mean. what is a side dish?

A: I'm confused to explain. Emmm.. *can you explain it in*

other words, Amelia?

C: That's why you're confused. Side dishes is food items that accompanies rice when eating

In addition learners can use the expression "*how to say in English*" if partisipants cannot express a sentence in English by asking a friend for help to answer it. As stated by participant A in the interview that has been conducted.

An expression that I often use when I have difficulty interacting in English is asking for help from other people. *For example, asking for words that we don't know English or even grammar. I often use the sentence how to say in English "hanyalah kamu yang aku cinta" or what the English of ... (Partisipant A)*

Partisipants can also ask for help by asking the other learners, is our expression correct yet by saying "*It's a right sentence?*" Such as the findings of the interview with participant E

You can ask for help by confirming the word with "It's a right sentence?" (Partisipant E)

This is also often the case with beginners, such as participant B when he finds it difficult to express, he asks the other friend for help to convey his point in a better or easier to understand way. Like his statement below.

I asked my proficient friend for help to explain to another friend who didn't understand what I meant (Participant B)

Based on the conversation above, it is known that one of the strategies used is asking to help, asking for help to translate the word.

(3) Giving to help.

In participant C's phrase "that's why you're confused. Side dishes are foods that accompany rice during meals", intended to help participant A who had difficulty in expressing messages. This is also one of the efforts to maintain communication. It can be seen in this observation that participants A are still found who are confused and participant B who does not understand the word side dish, then participant C helps to provide understanding with words that are easy to understand so that the message can be received. As the example conversation below.

A: What side dish do you want for today?

B: I don't understand what you mean. what is a side dish?

A: I'm confused to explain. Emmm... can you explain it in other words, Amelia?

C: *That's why you're confused. Side dishes is food items that accompanies rice when eating.*

Offering help is also one way of maintaining a conversation with others. As participant B said in the interview, when he can, then he will negotiate by offering help.

Give help to friends who have forgotten vocabulary or are trying to negotiate. With the phrase can I help you? or What do you mean like this or not. (Participant B)

Of course, in using the strategy, the advantages can be felt by both tutors and learners. Learners as a foreign language admit that the use of this strategy can enrich the vocabulary or similar words of the interlocutor, can increase confidence in speaking up even though. They are still in the learning stage because they are not yet proficient in the language.

In using this strategy, two ways interaction in English can help the interaction opponent to find out new vocabulary or similar words. Learners will also be braver

to try speaking up in English with the help of the above strategies even though they are not proficient (Participant F)

(4) Giving to repairing.

When there are learners who find other friends make mistakes in speaking English, they can correct each other. As did participant A below.

A: Hi, Ana.

B: Hello, Livi. How are you old?

A: *How old are you?*

B: Oh, yeah that I mean.

A: Twenty one.

In addition, this strategy can help the interlocutor who is still having difficulties with either pronounce or grammar. For example, participant B used an incorrect grammatical in the word "How are you old?" then participant A corrects directly by confirming the grammatical arrangement used by participant B.

This strategy is very effective in my opinion. If any of us know a lot of vocabulary, while other friends still have trouble expressing the vocabulary, then we can help them directly. I still find my friend's pronunciation is still a lot wrong. (Participant K)

The use of some of these expressions above can be concluded that the English club uses Modified-Interaction strategies. This modified strategy is one of cooperative learning, so in this strategy, learners actively cooperate with each other in the interaction process so that all become proficient in the use of

the target language. Therefore, this strategy is beneficial for learners in the teaching and learning process.

b. Social interaction strategies

As well as in the social interaction strategy, Bejarano advocates the use group work in language teaching.⁴⁶ Similar to the explanation above, this strategy also divides learners into several small groups. Besides, it is possible to develop the skill of cooperation between learners. The learners can interact in the easier way when they want to share about their knowledge with tutor and other learners. Function of strategy social language learning is teaching for foreigners language to encourage students to build communication with target speaking students language. Among the functions of social strategy there is like asking a question in a foreign language, accept answers, correct errors, assign cooperation, trying to learn feelings and thoughts learners from the targeted culture.⁴⁷

In observations and interviews, learners use the expressions below to interact:

(1) Elaborating.

Participant A tries to comment on the previous sentence by giving a long explanation. Based on observations, we can find in the conversation below.

A: Hey, your friend's voice is so noisy, Mustofa. It can disturb other rooms

B: A lot of people if it's crowded it's normal

A: *But you can be informed by giving understanding so that they are not crowded because other friends are sleeping or studying.*

B: okay. I'll tell them later so it's not noisy in the room

⁴⁶ Yael Bejarano...

⁴⁷ Oxford RL and Lan R. Language learning strategy profiles of elementary school students in Taiwan. *Int. Rev. Appl. Linguistics in Language Teach.* 41(4). p. 331-372 (2003)
(<http://www.ibrarian.net/navon/page.jsp?paperid=1365660&searchTerm=efl+students>)

Explanation "but can be informed by giving understanding so that it is not crowded because other friends are sleeping or studying." to clarify and describe that the noise of his friends can disturb those who are studying and sleeping. other than that it is an order to resolve the crowd caused by the voices of the participants' friends.

Elaboration is used under conditions when a certain explanation is needed. This strategy is used by participants who have a capable level of knowledge of English and can be the learning of other participants. This strategy is only found once. One of the factors is that participants lack the ability to provide long explanations.

Sometimes I also re-explain by giving an explanation of what I mean so that my friend understands what I mean. Because maybe from some of them if using a simple word has not received my message in its entirety. (Participant C)

(2) Facilitating flow of conversation.

A: Who was singing at the broadcast? *Aren't you?*

B: It's not me. I just came from the canteen. *why do you think so?*

A: Yes because his voice is good similar to your voice.

From these interactions above, it can be known the flow of conversation is facilitated to be smooth by providing question in the form of learner responses invited to speak. Between participants A and B try to contribute to building the conversation. There is a continuity of conversation between participants A and B

(3) Giving feedback.

A group member asks a content-related question, and asks for

giving feedback from other participants. An example of such a response is either expressing agreement or disagreement.

When agreeing or disagreeing on a discussion, it can then reveal the reason in response to the interlocutor. Questions that lead to the answer to whether or not a person agrees can provoke the interlocutor to an opinion. Then comes the dynamic interaction

A: Idror, How about we do the paperwork tomorrow?

B: why tomorrow? why not now?

C: *I agree with Ghofur that get the job done quickly. let's do it while drinking coffee on the beach*

D. okay let's pray first before going there

Data showing that one of the participants asked for a response and the other participant who responded with "agree". The response is also part of the strategy of profitability of the continuity of interaction. This strategy is used to ask the willingness or opinion of the interlocutor. As in the expression of the interview below with one of participants.

When I want to invite a friend to study or take a walk, of course I use this strategy to ask whether or not he is willing (Participant G)

(4) Giving opinion or information.

In the observations that have been made, participant A has an idea of the celebration of the haul. Then he tried to reveal to participant B. It turned out that participant B supported the idea, then he asked what to do in preparation for the haul. Activities carried out by participant A include giving opinion. Here's their conversation.

A: By the way, *how about this english club held some kind of language show at the haul celebration tomorrow?*

B: Great idea. But, how about the preparation?

A: Yes, we will discuss it with the other members

Based on the existing data and interviewed, it can be concluded that learners also often use giving opinion or information in conversations.

(5) Paraphrasing.

Others utterances that can use to interact with others, if learner don't understand about friend's utterances. In this strategy, it is still rare for learners to use it. The learners who will use it are learners who already have a lot of vocabulary and adequate abilities.

The phrase that the participants rarely used was paraphrasing. In the interview, participants explained that paraphrasing requires expertise. for some learners who are already fluent, they dare to explain because they have a lot of vocabulary. While those who are still learning basic conversation, it is very rare to explain. And they still have difficulty in using paraphrasing expressions.

*I still have trouble using paraphrasing in the conversation.
That's why sometimes when I want to explain in other ways I can't, make the conversation end there. (Participant C)*

In the observations during several meetings, it happened that there was indeed no conversation that used paraphrasing between the learners.

c. Using Body Language

Using body language another strategy applied by the tutor to create classroom interaction was using body language. This strategy emerged in specific instruction when the tutor explained, asked a question or lectured the learners. This strategy was found in the first and the third observations, but the second observation did not show this strategy. This strategy was applied to make the learners more understand with what the tutor meant and said.

One of the other strategies applied by informants is to use body language to create interactions in the classroom. This strategy comes in

when learners explain, ask questions or give an idea to other learners. Learners use the hand or practice by hand to describe the word. This strategy was found in the first and fourth observations, but the second observation did not indicate this strategy. This strategy is applied to make learners better understand what is meant and said. The data are presented below.

A: There is a short story writing competition for the public.
Don't you want to join Livi?

B: Where do you get the news?

A: *As usually in the information board (by demonstrating with both hands the shape of the box for the information board)*

B: Oh the information board. Okay thank you so much for the information

From the observational data above, it can be concluded that to maintain the continuity of interaction in the classroom, learners use body language strategies to make learners understand what other learners say. Body language strategies are used in explaining deeds or nouns that are each foreign intended to give learners more understanding with pupil explanations. This is also reinforced by the findings of interviews with tutors

Yes. So sometimes I use body language in a practiced way when I want to say words in English that I assume they won't understand. When I say "combing my hair" even up to three times while practicing directly, the goal is for them to memorize. I tell the learners directly that English is not an easy subject to learn but when listening over and over again it will feel easy (Tutor)

In short, body language strategies are also used by tutors and learners to tell their meaning and provide understanding and explanation.

Firstly, the researcher asked what strategies tutors used to improve their interaction skills. Of the 12 learners they answered that the strategy used by the tutor was to negotiate so that the conversation could continue and be sustainable. Where learners try to defend themselves by asking for misunderstandings, offering help to correct mistakes so that learners engage each other in a cohesive and coherent sequence of interactions.

The 11 learners interviewed felt that this method was good and effective in helping the process of communicating using English. They share opinions about the strategy. The learners are also very enthusiastic when they practice the strategies that have been taught by their tutors. They have the opportunity to train themselves in communicating in English with a supportive environment and atmosphere with these strategies. With this method, it is quite easy for them to communicate with each other.

As I have done, the implementation of the above strategy is quite good and effective. In interacting by using the right steps, this makes practice easier. (Participant D)

2. EFL learners face problems

Several factors in each learners make a big challenge for the success of learners learning. This inhibiting factor that comes from oneself is called an internal factor. This internal factor makes it difficult for learners to progress. Even though from external factors, for example, the environment that has been provided to create a language atmosphere is claimed to be able to support the success of learners in implementing the use of English in communicating and giving appropriate assignments.

a. Reluctant to justify a friend's mistake

The problem that we often experience when asking things that our friends who don't know how to do is, those who are asked often feel embarrassed and clumsy to tell. And those of us who know our friends' mistakes when we want to justify, are afraid of being

considered knowing or patronizing. (Participant A)

b. Nervous or not confident

Some learners still feel ashamed or not confident when speaking up in front of their friends who are already proficient, afraid of making mistakes and being laughed at by other friends.

I often still feel embarrassed in front of friends when I want to speak English, whether it's afraid of being wrong so that my friends laugh at me. (partisipant C)

c. Lazy to learn

Lack of vocabulary knowledge due to lazy learning is also one of the problems faced. The lack of vocabulary narrows the conversation that occurs because only known vocabulary is used as material. There is no expansion of vocabulary to increase knowledge of the vocabulary obtained.

I think learning English is too complicated, so I'm lazy to learn English. Then when I speak in front of friends, I only use the language I know. (partisipant B)

From interviews conducted with tutors, the problems faced by learners are the same as those conveyed by learners. Even the tutor said there are learners who still choose to be silent when encountering difficulties in interacting.

"I found the wrong pronunciation way, there are also learners who are still embarrassed or confused to speak in English. Some even choose silence because they have difficulties. Among them, they claim to be lazy to learn or practice speaking English in their daily lives." (Tutor)

In addition, one of the participants found it difficult to convey his idea even though he had understood the discussion in the discussion with the tutor.

"Actually, I understand what the tutor said in the discussion, but still have difficulty in expressing ideas to the tutor" (Participant A)

d. Don't saying anything.

In second observation, as the discussion progressed there was one participant who said nothing. The participant chose to be silent because of difficulties in expressing his ideas or ideas in the discussion activity

In applying the strategies according to the tutor and learners that have been carried out so far, it is effective and suitable in improving English communication. Not only using body language which is sometimes done when one of the learners finds it difficult to express the intended vocabulary or sentence. With the strategy offered, it can facilitate and provide a complete understanding when finding difficulties in receiving information while also avoiding misunderstandings.

B. Discussion

Based on the findings obtained by researchers through observations and interviews on the use of strategies in English interactions that are often used in English Clubs, the researchers conclude that this strategy is suitable to be applied to most learners in English Club. They said this strategy really made it easier for them to interact with each other using English. they revealed that they were more daring to try to express the meaning or message they wanted to convey by using an alternative way which was still difficult to express by using examples of strategic expressions that had been taught by their tutor.

In observation, strategies are applied in discussion classes. The conversation takes place between tutors-learners, learners-tutors, and learners. In the conversation of tutors and learners it is often in the realm of

discussion. Tutors who lure learners by providing interesting themes. In the conversation that took place between the learners-tutors, the learners asked the tutor about his incomprehension. Then the tutor in another way or justifies the learner's mistakes. Meanwhile, conversations between learners occur about daily life because they often meet so that conversations are carried out spontaneity. With different abilities, experiences, and mental backgrounds for teaching and learning activities, reminding or justifying mistakes can be done by applying cooperative learning.

In cooperative learning learners learn to accept and appreciate differences between learners. social skills also contribute to the development of learning outside the classroom.⁴⁸ In the cooperative process of language learning can be applied to teamwork, discussion groups, questioning activities and answer questions, solve problems, and in development of students' social and cognitive skills.⁴⁹

Social language learning strategies are not limited to activities in the classroom because outside even when learners have the same target language, English conversation still occurs. There is an increase in the active use of language by students and language practice. This also applies to English interactions outside the classroom without tutors and are carried out between learners only. There is a positive development in learners' performance. the existence of an environment that has a target language can provide motivation among students. This bonding brings increased conformity in the classroom and encourage learners to participate. Saban said that when social relations do not exist between members of the group or environment. Then there is no good interaction between learners. So that cooperation has an important role in achieving the desired interaction.⁵⁰

Beside that, tutor also provide opportunities for learners to be more active by dividing them into small groups. The existence of exercises every

⁴⁸ Jia,Xiaolin. The Application of classroom interaction in English Lesson. (China: International Conference on Education Technology and Information System, 2013) P. 211

⁴⁹ Mehmet Celal Varisoglu. 2016. The importance of strategies of social language learning and cooperative learning in the process of teaching Turkish as a foreign language. Academic Journal: Educational research and review. P. 983

⁵⁰ Saban A. 2004. Öğrenme ve öğretme süreci yeni yöntem ve yaklaşımlar. (3. Baskı). Ankara: Nobel Yayınları. P. 28

week with a supportive environment, making them more proficient in interacting using English. There is good cooperation between learners to help each other in mutual success. For example by correcting a friend's mistake or asking a friend for help, wherever they meet they can still communicate with each other using English. This is one of their consistency in learning to interact using English. So, their discussion is not narrow about the theme given by the tutor, but a daily discussion or even sports and others.

Some of the learners who are already proficient have also been included in the English debate competition. This is clear evidence that the determination, the right strategy and a supportive environment make a strategy successful for most learners. This encourages other friends to join the spirit of learning. Assuming when there are friends who have succeeded, it is possible that others can do it too.

The researcher also found several obstacles in implementing this strategy. The obstacles that arise are not only in the process of using the strategy. Some learners still feel less confident to try, afraid to make mistakes, lack of intensity to train themselves and so on. Several internal factors such as; feeling shy or nervous, lazy to tell their friends' mistakes, fear of being thought of as knowing or seeming to be patronizing, lack of vocabulary due to lack of motivation to be able to do it or some learners prefer listening or writing rather than speaking. Such as learners who were embarrassed or afraid of being wrong when they wanted to speak or learners who were still hesitant and reluctant to explain the material learners had understood to their friends who did not understand for fear of being thought to know. There is one person who is reluctant to ask for help from his friend who better understands the material that has been explained.

From the findings of observations and interviews, it can be seen that learners in the interaction process already have provisions for their conversations well. When one of his friends found a pronunciation or grammar error, another friend spontaneously reminded him. Their conversations have varied. Not only one narrow theme, but some of them

can be discussed widely. Some of them have not hesitated to work together in their groups even though they have different skills and backgrounds.

In the discussion class with the tutor, it was still found that 2-3 learners were not very actively involved in it. This is due to learners who are afraid to argue because of the lack of vocabulary they have even though they already understand the discussion that is going on. Then also the limited time so that the participation of learners cannot be evenly distributed. So that the strategy is more effectively used in small groups in line with the research journal conducted by Bejarano and friends who say the use of the SUI strategy is more optimally used in small groups in interactions.⁵¹ Even though, discussions need to be conducted to find out the extent of learners' ability to interact. In daily interactions, the discussion is wider than only in discussion groups with themes.

The parameter of the success of this strategy lies in its optimality in the small group interaction class in the interaction process towards the target language from the use of the right framework of expressions in interacting, and is supported by a language environment that accepts internal changes. For those who are already proficient selected in the development of debate talent to prepare for the English debate competition. but when others learner don't get the opportunity, they are still happy at least they have the skills to speak in English and increase their knowledge and experience about learning English.

⁵¹ Bejarano Yael

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of this research. This conclusion to the answers of the research questions that have been presented by the researcher in the previous chapter. In the other side, this chapter also provides the suggestion that the researcher gives for the next researcher.

A. Conclusion

In this part, the researcher presents some conclusion of the research of learners in learning strategy and problem faced. After the researcher analyzed the data, the researcher got the following points:

The researcher explain the findings of the research that has been carried out through research and analysis. The findings of the study can be seen that the SUIS strategy is one of the expression frameworks used in English interactions that are already popularly used. Most learners find it helpful to have this strategy. In other words, this strategy is quite effectively used for the interaction process.

First, in the observations made, some of the expressions that learners have used in interacting, namely modified interaction, include asking to ensure understanding, asking to help, giving to help and giving to repairing. Then social interaction strategies are also used such as elaborating, facilitating flow of conversation, giving feedback, and giving opinion or information. But, in some of the observations did not find conversations that used using paraphrasing. because in the use of paraphrasing it is necessary to have high abilities so that the use of vocabulary is more. Some EFL learners already have basic skills in interacting with simple sentences. Moreover, it is supported by the introduction of ways or expressions that make it easier for them to interact. In their daily interactions between members of the English club have gone well. In addition, learners who are members of the English club are indeed those who have an interest in being proficient in English. So, the level of awareness to be able to already exist. Some advanced learners also often help struggling friends. Thus, making other learners also venture to ask questions when experiencing difficulties. There is 1 learner who feels that this strategy is less effective. She only uses 1 or 2 expressions of the strategy

because to interact with simple sentences alone is still difficult. Sometimes, she also chooses silence.

The second discussion is related to the problem. From the opinions of some EFL learners, although they already have basic skills in interacting using English, sometimes they also experience problems. For example, such as forgetting vocabulary, or words that are rarely used or even appear a sense of laziness. sometimes, learners admit to using body language when it is difficult to express. some learners also feel that their knowledge is only a little bit, so they don't feel confident that they can do it like others too. In other words, there was interest but still hesitant to do so then chose silence.

B. Suggestion

This SUIS strategy requires a place that supports change along with awareness among learners to achieve common goals, so learners are expected to continue learning, evaluating any difficulties that often occur by using the most appropriate expressions offered by the SUIS strategy to support the flow of conversation. Then, for learners who have difficulties or failures to maintain communication in English to keep the spirit to always try.

The SUIS strategy here is applied to small groups that are expected to achieve a common goal towards the target language, which is English. Referring to this strategy, it is necessary to have space and time for learners to develop speaking or communicating skills. The purpose of dividing small groups and providing space to communicate in daily life is expected to foster awareness among learners to help each other without any reluctance or inferiority because with friends themselves do not feel reluctant when with tutors.

The consistency of learners in communicating in English also needs to be trained to be fluent. On the other hand, as we know, communication includes producing activities, so learners are expected to try to add or enrich their vocabulary so that the discussion can be wider. Tutors are expected to participate in supervising and helping to develop their communication skills by evaluating any difficulties faced by learners.

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Appendix 1

Interview for tutor

1. How to learn English at an English club?
2. What is your role when they have a discussion?
3. What is your strategy so that the interaction between them can be effective?
4. In addition to using these strategies, does it also use body language?
5. What problems are faced when they interact?

Appendix 2

Interview for EFL learners

1. Bagaimana gambaran pembelajaran di English Club?
2. Bagaimana interaksi kalian dengan tutor?
3. Apa yang kamu katakan atau yang kamu lakukan Ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa Inggris?
4. Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
5. Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?
6. Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa Inggris dengan teman kalian?
7. Apa yang menjadi problem kalian ketika berinteraksi?
8. Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?

Appendix 3

INTERVIEW RESULT

Transcript of Interview Guidelines for the Tutor

Participants : Mrs. Faridlatus Sya'adah, M.Hum

Date and Time : 10 April 2022

Turn	Speaker	Text
1	Researcher	How to learn English at an English club?
	Tutor	I started teaching them an easy way. For example, by making sentences, then facilitating daily conversations, and then practicing them. Sometimes I also give themes for role-playing, or story telling so that they are also familiar with some vocabulary. Sometimes I also have discussions, I often practice directly by dividing them into small groups.
2	Researcher	What was your role in when they had a discussion?
	Tutor	Before they discuss in small groups, I sometimes give them themes that they will discuss, and sometimes also let them discuss with a free theme, I direct making a free theme that is close to their environment or activities that will be carried out or already carried out. Then during the discussion, I listened from one group to another, noting what needs to be evaluated, evaluating and explaining solutions or strategies when they had difficulty communicating.

Turn	Speaker	Text
3	Researcher	What is your strategy so that the interaction between them can be effective?
	Tutor	I introduced them interaction strategies in which there are frameworks of expression that can be used when difficulties. Some aspects are also used such as asking to ensure understanding, the expression of agreeing to disagree, giving opinion or information, paraphrasing etc. and that I explained in the English club, so that when they stop in interaction, they have options that they can practice to be able to continue the discussion or independent conversation they have.
4	Researcher	In addition to using these strategies, does it also use body language?
	Tutor	Yes. So sometimes I use body language in a practiced way when I want to say words in English that I assume they won't understand. When I say "combing my hair" even up to three times while practicing directly, the goal is for them to memorize. I tell the learners directly that English is not an easy subject to learn but when listening over and over again it will feel easy.
5	Researcher	What problems are faced when they interact?
	Tutor	I found the wrong pronunciation way, there are also learners who are still embarrassed or confused to speak in English. Some even choose silence because they have difficulties. Among them, they claim to be lazy to learn or practice speaking English in their daily lives.

Appendix 2: Interview Data

Students A: Nurul Mustofa

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student A	Pembelajaran kadang seperti diskusi atau juga role play seperti misal berperan sebagai penjual dan pembeli.
2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student A	Ketika diskusi, tutor memberikan tema yang menarik untuk dibahas. Kemudian tutor bisa mengoreksi kesalahan kita
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa Inggris?
	Student A	An expression that I often use when I have difficulty interacting in English is asking for help from other people. <i>For example, asking for words that we don't know English or even grammar. I often use the sentence how to say in English "hanyalah kamu yang aku cinta" or what the English of ...</i> (Participant A)
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
	Student A	Saya menanyakannya dengan cara "what does it mean?" Agar ia dapat memberikan pemahaman dengan cara lain.
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa Inggris yang tidak memahamkan?
	Student A	Saya menggunakan similar word or sinonim dari kata tersebut.
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa Inggris dengan teman kalian?
	Student A	Saya menggunakan strategi yang mrs. fada berikan
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?

	Student A	<i>The problem that we often experience when asking things that our friends who don't know how to do is, those who are asked often feel embarrassed and clumsy to tell. And those of us who know our friends' mistakes when we want to justify, are afraid of being considered knowing or patronizing. (Participant A)</i>
8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?
	Student A	<i>The conversations that we often have are asking a lot of opinions or asking for information. So I think it's effective to use one of these communication strategies. (participant A)</i>

Students B : M. Maulana Faqih

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student B	Tutor mengajari dengan cara yang mudah dahulu. Kemudian semakin sulit
2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student B	Interaksi berjalan dengan lancar
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa Inggris?
	Student B	<i>I asked my proficient friend for help to explain to another friend who didn't understand what I meant (Participant B)</i>
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?

	Student B	Saya kadang menggunakan kata “what do you mean?” kepada lawan bicara agar dijelaskan lagi atau mentranslate in Indonesia
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?
	Student B	<i>Give help to friends who have forgotten vocabulary or are trying to negotiate. With the phrase can I help you? or What do you mean like this or not. (Participant B)</i>
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa inggris dengan teman kalian?
	Student B	Jika saya merasa sulit, saya akan menggunakan alat bantu seperti kamus Oxford dan membawa buku conversation agar bisa menanggulangi hal tersebut.
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?
	Student B	Karena saya malas menjadikan saya hanya mempunyai kosakata sedikit. Dengan kosakata yang sedikit, saya merasa kesusahan dalam mengungkapkan
8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?
	Student B	Seperti yang saya jalani, penerapan strategi diatas cukup efektif. Karena strategi tersebut menerapkan bagaimana speak up dengan bahasa Inggris. Guru saya berkata kalau ingin mahir bahasa Inggris, maka harus speak more.

Students C: Amellia Nur Febriyanti

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student C	Semacam diskusi atau membagi siswa kedalam small group.

2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student C	Saling memberi feedback. Sering juga tutor membenarkan kesalahan pengucapan atau susunan gramatikal saya
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan Ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa inggris?
	Student C	<i>Sometimes I also re-explain by giving an explanation of what I mean so that my friend understands what I mean. Because maybe from some of them if using a simple word has not received my message in its entirety. (Participant C)</i>
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
	Student C	Asking question with the word "What do you mean?"
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?
	Student C	Saya menanyakan kembali terlebih dahulu dengang ungkapan do you understand, what I mean? Jika menjawab ya, maka saya akan menjelaskan kembali
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa inggris dengan teman kalian?
	Student C	Saya sering membawa kamus kecil untuk membantu saya ketika tidak tahu kosakata untuk mengungkapkan.
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?
	Student C	<i>I still have trouble using paraphrasing in the conversation. That's why sometimes when I want to explain in other ways I can't, make the conversation end there. (Participant C)</i>
8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?

	Student C	Strategi ini cukup efektif misal bisa memberikan bantuan atau bisa memperbaiki kesalahan teman secara langsung
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Students D : Idror Maulana

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student D	Kadang tutor membagi menjadi small grup atau diskusi dengan tutor. Seringnya langsung praktek
2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student D	Adanya interaksi dengan tutor, saya juga menggunakan teknik imitate yaitu teknik meniru percakapan tutor.
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan Ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa inggris?
	Student D	Saya kadang meminta bantuan teman yang mahir
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
	Student D	Menanyakan pada lawan bicara what you say, friend?
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?

	Student D	Saya menanyakan kembali dengan meminta ia mengucapkan kata yang lainnya yang lebih mudah.
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa inggris dengan teman kalian?
	Student D	Melihat kamus pada awal-awal latihan bercakap-cakap. Di waktu luang menghafalkan phrase.
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?
	Student D	Masih merasa malu atau takut salah. Harus berani speak up di depan umum
8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?
	Student D	Strategi ini bagus karena strategi ini langsung menuju pada cara-cara jika mengalami kesulitan dapat menggunakan ungkapan-ungkapan pada strategi ini

Students E : Ana Himatul Ulya

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student E	Sebelum melakukan praktek interaksi berlangsung, kita membuat kalimat yang mudah misal mengenai tema profesi. Selanjutnya kita mempratekkannya
2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student E	Sering kali Mrs. Fada mengajak kita untuk berinteraksi menggunakan tema/bebas.
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan Ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa inggris?

	Student E	<i>You can ask for help by confirming the word with “It’s a right sentence?” (Partisipant E)</i>
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
	Student E	Saya menanyakan dengan ungkapan “Can you explain other words?” agar ia memberikan kata lain yang lebih bisa dipahami.
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?
	Student E	Memintanya menggunakan kata bahasa indonesia, kemudian kalau saya bisa, saya bantu mentranslatekan ke bahasa inggris.
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa inggris dengan teman kalian?
	Student E	Waktu masih punya kosakata sedikit, masih pegangan kamus agar sewaktu lupa atau tidak tau kosakatanya, bisa lihat kamus.
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?
	Student E	Salah satu dari kita tidak tau kosakata dalam bahasa inggris dan tidak membawa kamus
8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?
	Student E	<i>In using this strategy, two ways interaction in English can help the interaction opponnent to find out new vocabulary or similar words. Learners will also be braver to try speaking up in English with the help of the above strategies even though they are not proficient (Partisipant E)</i>

Students F : Abdul Ghofur Witanto

Turn	Speaker	Text
1	Researcher	Bagaimana gambaran pembelajaran di English Club?
	Student F	Belajar dari yang mudah. Misal menyusun kalimat sederhana. Terkadang Mrs. Fada juga story telling
2	Researcher	Bagaimana interaksi kalian dengan tutor?
	Student F	Tutor juga mengenalkan strategi dengan langsung mempraktekkannya dalam interaksi diskusi. Sehingga kita tau cara penggunaannya
3	Researcher	Apa yang kamu katakan atau yang kamu lakukan ketika tidak bisa mengucapkan atau mengungkapkan sebuah kosakata bahasa inggris?
	Student F	How to say in English or Indonesian
4	Researcher	Bagaimana langkah kalian ketika tidak memahami ungkapan atau pertanyaan dari lawan bicara?
	Student F	Mengulangi kata yang tidak dipahami kemudian meminta menjelaskan dengan kata yang berhubungan dengan kosakata yang sulit dipahami.
5	Researcher	Apa yang kamu lakukan ketika teman kamu mengucapkan ungkapan bahasa English yang tidak memahamkan?
	Student F	Meminta bantuan ke teman mengenai kata yang lupa atau tidak diketahui. Biasanya saya menggunakan "What the English of ...". Ketika saya salah mengucapkan atau masih memikirkan grammarnya pun meminta bantuan ke teman dengan mengkonfirmasi menggunakan kata "It's a righ sentence?"
6	Researcher	Apa yang kamu lakukan untuk menunjang agar kalian tetap bisa berkomunikasi dengan bahasa inggris dengan teman kalian?
	Student F	Ketika mengalami kesulitan bisa meminta tolong. Ketika menemukan kesalahan teman, dapat membantu untuk membenarkan
7	Researcher	Apa yang menjadi problem kalian ketika berinteraksi?
	Student F	Saya masih kurang percaya diri pada kemampuan grammatikal bahasa inggris. Terlebih akan menggunakan kata-kata yang jarang digunakan, itu rasanya ingin mengungkapkan sesuatu tapi tidak bisa.

8	Researcher	Apakah strategi yang diajarkan oleh tutor memudahkan kalian dalam berkomunikasi dan bisa dikatakan efektif?
	Student F	Kalau lawan bicara tidak memahami betul penggunaan strategi ini menjadikan tidak maksimal. Untuk kemampuan bicaranya siswa yang masih standar

Appendix 5

Extract 1

A: Afni, where will you go?

B: I will go to market.

A: Can you buy me a headband?

B: Headband... what is it?

A: Headband is an accessory use on the forehead to hold/keep hair away from the face or eyes. *Do you understand, what i mean?*

B: Yes.

A: OK thank you, Sis. This is the money

Extract 2

A: By the way, do you like horror movies, bro?

B: Yes, i like horror movies which have unexpected scenes.

A: Oh. Horror movies that are funny?

B: No... no... no.... That's not what I mean. I mean horror movies that are not easy to know what happened next from the movie

C: oh like that. Me too

Extract 3

A: What side dish do you want for today?

B: I don't understand what you mean. what is a side dish?

A: I'm confused to explain. Emmm.. *can you explain it in other words, Amelia?*

C: that's why you're confused. Side dishes is food items that accompanies rice when eating

Extract 4

A: Hi, Ana.

B: Hello, Livi. How are you old?

A: *How old are you?*

B: Oh, yeah that I mean.

A: Twenty one.

Extract 5

A: Hey, your friend's voice is so noisy, Mustofa. It can disturb other rooms

B: A lot of people if it's crowded it's normal

A: *but you can be informed by giving understanding so that they are not crowded because other friends are sleeping or studying.*

B: okay. I'll tell them later so it's not noisy in the room

Extract 6

A: Who was singing at the broadcast? *Aren't you?*

B: It's not me. I just came from the canteen. *why do you think so?*

A: Yes because his voice is good similar to your voice.

Extract 7

A: Idror, How about we do the paperwork tomorrow?

B: why tomorrow? why not now?

C: *I agree with Ghofur that get the job done quickly. let's do it while drinking coffee on the beach*

D. okay let's pray first before going there

Extract 8

A: By the way, *how about this english club held some kind of language show at the haul celebration tomorrow?*

B: Great idea. But, how about the preparation?

A: Yes, we will discuss it with the other members

Extract 9

A: There is a short story writing competition for the public. Don't you want to join Livi?

B: Where do you get the news?

A: As usually in the information board (by demonstrating with both hands the shape of the box for the information board)

B: Oh the information board. Okay thank you so much for the information

(Observation on April 27)

Extract 10

T: hello guys

S: Hi.. Mrs Fada

T: How about your day?

S: Fine, thank you.

T: I have an interesting discussion.

S1: About what, Mrs?

T: We know that there is still a lot of garbage in our environment that is scattered even though garbage has been provided. *What do you think all?*

S2: I don't understand with the word scattered Mrs. What does it mean?

T: Scattered is tercecer, Ghofur.

S2: Okay.

S3: Mrs,What if we distinguish between organic and inorganic waste?

T: That's a great idea, Dear. Means that we need to buy litter or give it a different color of paint.

S5: What does mean, Mrs?

T: Distinguish colors for organic and inorganic waste. Do you get my point?

S5: Yes, Mrs.

S2: we also need to provide education about waste separation, Mrs.

T: sure.

S1:by the way. What if we also use the term waste bank? waste banks to process waste. For example, plastic waste for recycling into crafts. While the leaf litter can be compost

S4: Yes, I agree with Ani

T: there are also learners who collect waste in exchange for money for the acquisition of waste banks. That's what he meant?

S1: Good idea miss, it's also one way of improving environmental care and attracting it to collect waste can be money. Hhehe (pronunciation money is not quite right)

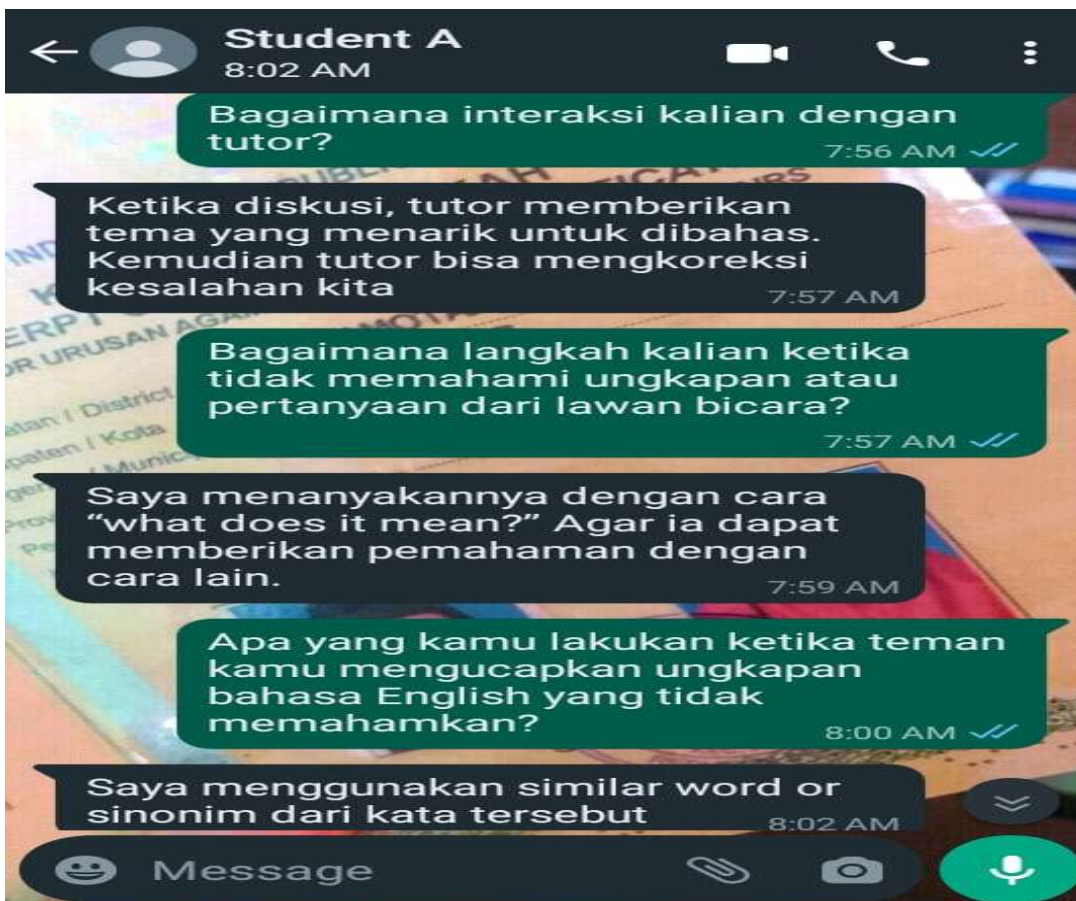
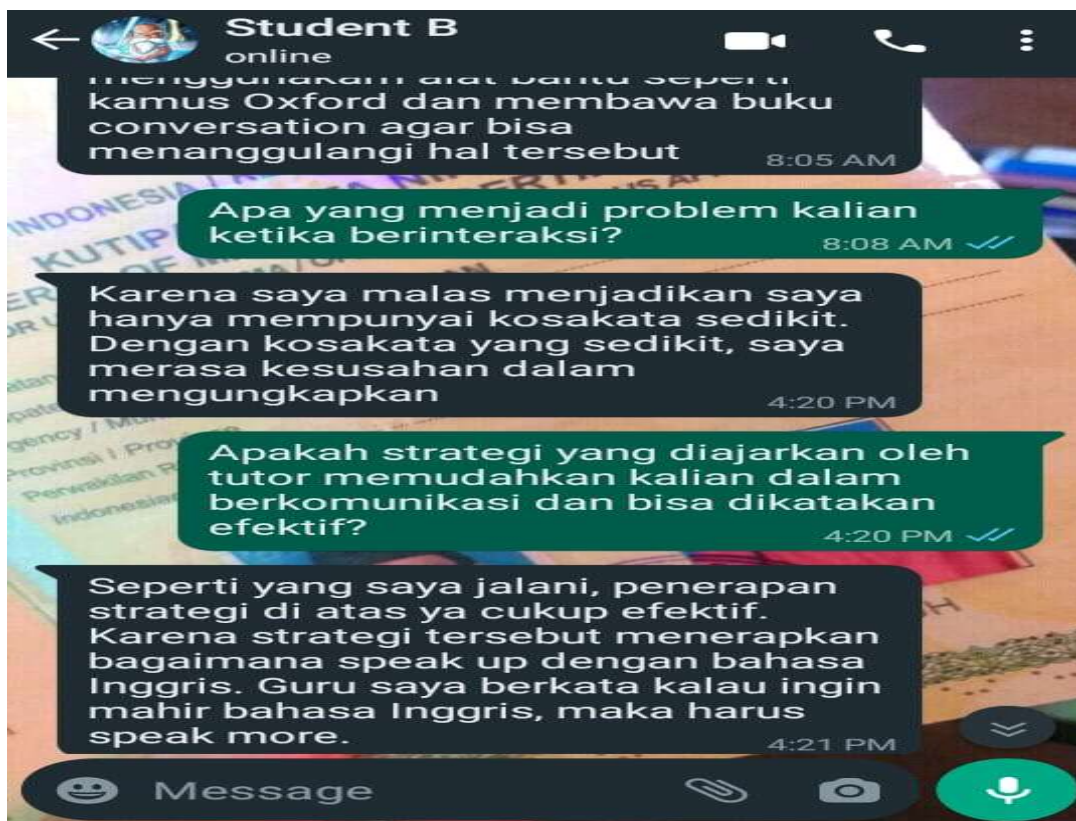
T: money (tutor justifies wrong pronunciation)

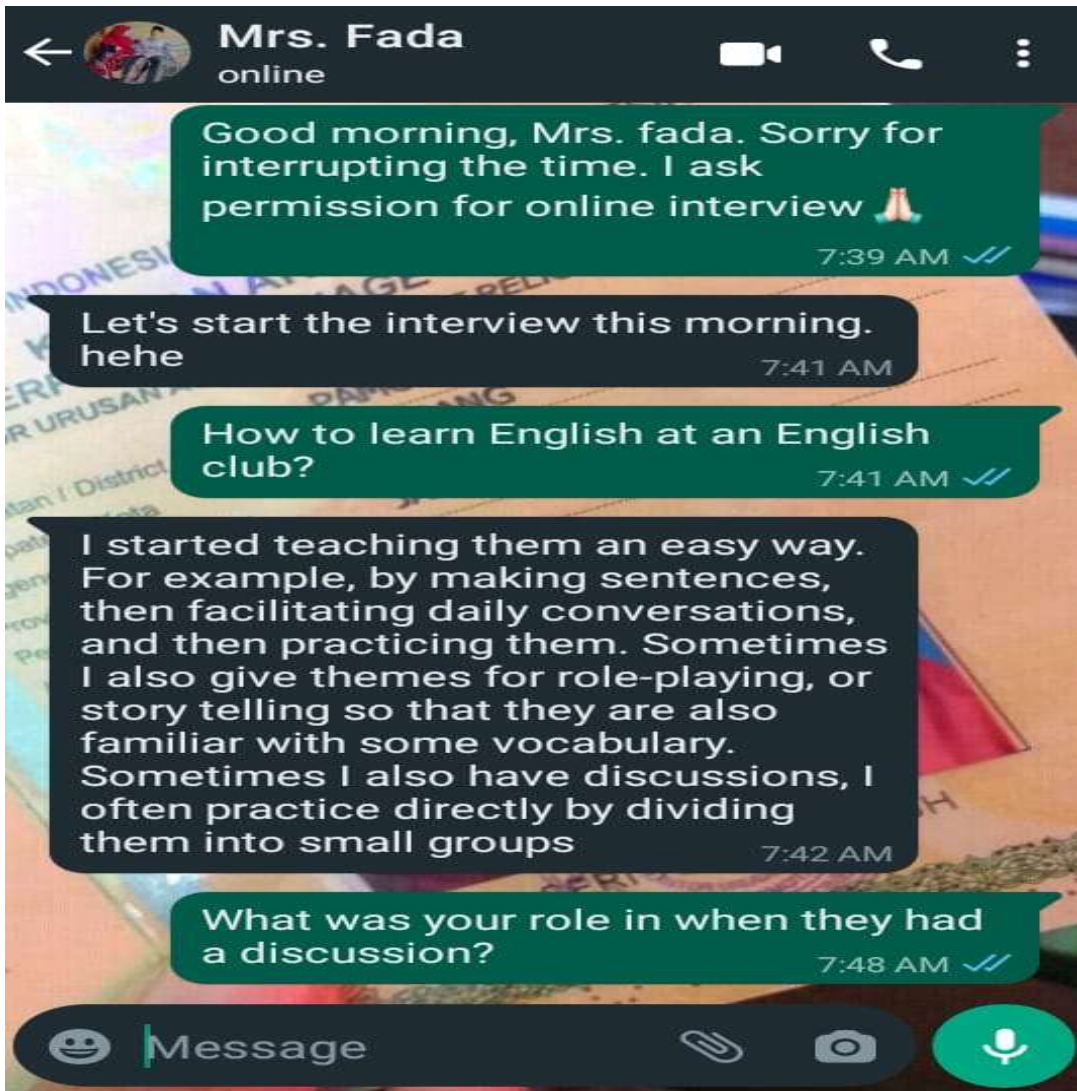
S1: oke Mrs. hhee

Apendix 6











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

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Nomor : 2099/Un.10.3/D1/TA.00.01/04/2022

4 April 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Fadhilatul Ishmiyyah

NIM : 1503046011

Yth.

Waket III STAI Al-Anwar Sarang Rembang
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Fadhilatul Ishmiyyah

NIM : 1503046011

Alamat : Dk. Candisari RT 02 RW 05 Ds. Pamotan Kec. Pamotan Kab.
Rembang

Judul skripsi : **The dynamic of EFL leaners interactions strategies in
communicative communication setting : a descriptive study at
English Club of Al-Anwar Islamic College in Academic Year
2021/2022**

Pembimbing :

1. Agus Mutohar, MA., PhD

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas selama satu bulan, mulai tanggal 04 April 2022 sampai dengan tanggal 04 Mei 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,
Wakil Dekan Bidang Akademik

M. Hafid Junaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



YAYASAN AL-ANWAR III
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Nama : Mohammad Luthfil Anshori, Lc., M. Ud
Jabatan : Waket III Bidang Kemahasiswaan

Menerangkan bahwa nama berikut :

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Prodi Jurusan : Jurusan Pendidikan Bahasa Inggris
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Universitas : Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan penelitian di UKM Bahasa Inggris mulai tanggal 04 April 2022 dengan judul : Exploring The EFL Learners interaction strategies in A Communicative setting

Demikian surat keterangan ini kami sampaikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Sarang, 22 September 2022

Waket III Bid. Kemahasiswaan

Mohammad Luthfil Anshori, Lc., M. Ud
NIDN. 2117088601

Appendix 5: Curriculum Vitae

CURRICULUM VITAE

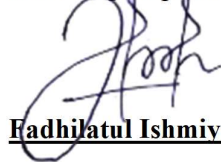
A. Identity

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3. Senior High School : MA Raudlatul Ulum Guyangan Trangkil Pati
4. University : UIN Walisongo Semarang

Semarang, September 15th 2022



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