

**PORTRAYING TEACHER BIAS IN EFL
CLASSROOMS: INSIGHTS INTO CLASSROOM
DYNAMICS AND INTERACTION PATTERNS**

THESIS

Presented as fulfillment for the requirement to obtain a
recommendation to generate Bachelor Final Project in English
Education Program



Arranged by:

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THESIS STATEMENT

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ABSTRACT

Title : Portraying Teacher Bias in EFL Classrooms:
Insights into Classroom Dynamics and
Interaction Patterns

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This study is encouraged by the importance of understanding teacher bias in English as a foreign language (EFL) learning, given that teacher-student interactions play a crucial role in promoting participation and learning development. The study aims to describe teacher bias in EFL learning interactions at the junior high school level and its impact on student encouraged, participation, and perceptions of fairness. Although this issue has been extensively researched, there are still few contextual studies in Indonesia that involve students' perspectives in EFL classrooms. This study uses a qualitative method and case study research design, with data were collected through classroom observation, video recordings, and Focus Group Discussions (FGD) with ten students, then analyzed using Braun & Clarke's thematic method. The findings reveal how teacher bias shapes classroom dynamics and interaction patterns, resulting in unequal student participation and engagement. Uneven attention, feedback, and support contribute to social imbalances in the classroom. These result emphasize the importance of teacher reflection on interaction patterns and the need for professional training to create more equitable and inclusive learning environments.

Keywords: *EFL Classroom Interaction, Student Participation, Teacher Bias*

MOTTO

“Indeed, with difficulty there is ease.”

(QS. Al-Insyirah (94): 6)

“Don't give up just because of one bad chapter in your life.

Keep moving forward. Your story doesn't end here.”

(Na Jaemin NCT)

“Small steps, big changes.”

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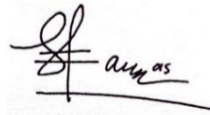
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The Researcher

A handwritten signature in black ink, appearing to read 'Safanna' followed by a stylized flourish.

Safanna Azzahra Safidi

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CHAPTER I

INTRODUCTION

This chapter outlines the rationale for research on teacher bias in teaching English as a foreign language (EFL). It presents the background to the issue, the research questions, objectives, significance, and limitations of the study as a starting point for understanding the context and direction of this research as a whole.

I. Background of Research

During the education process, from kindergarten to college, the researcher often encounter the fact that not all students get the same treatment from teachers. In various situations, teachers call certain students by name more often, give them more opportunities to answer questions, or give them more attention. Initially, this seems natural. However, as understanding and experience grew, the researcher realized that this phenomenon was part of a deeper problem, namely teacher bias.

Based on the researcher's educational experience, teachers tended to interact more frequently with certain students, both by giving them more opportunities to speak

and by paying more attention to them during lessons. This phenomenon prompted the researcher to look further into the matter and conclude that this inequality was not merely a normal classroom dynamic, but potentially reflected a systemic and unconscious bias on the part of teachers. In the context of English as a foreign language (EFL) learning, where teacher-student interaction plays a crucial role in the learning process, this tendency can have serious implications for student participations, self-confidence, and language proficiency development. Therefore, this study aims to understand how teacher bias manifests in EFL classroom interactions at the junior high school level, as well as how students perceive it from their own perspective.

Teacher bias is one of the most important issues in education, including English as a Foreign Language (EFL) learning. It refers to certain tendencies or preferences that teachers have in treating students differently based on factors such as gender, socioeconomic background, academic ability, race, or other characteristics (Schirrmester et al., 2020). Teacher bias can affect the way learning is delivered in the EFL classroom, both verbally and nonverbally. To further examine how these biases shape the dynamics of classroom learning, it is

important to view them through the lens of theories that are able to explain the relationship between interaction, learning support, and student development.

This research is in line with Vygotsky (1978) Zone of Proximal Development (ZPD) theory, which emphasizes the importance of equitable learning support. This theory is used relevantly to see how teacher bias affects social dynamics and interaction patterns in the classroom. When learning support is only provided to certain students due to bias, other students lose the opportunity to develop. This explains the inequality of student participation found in the study.

To understand this issue in depth, Fazio (1990) MODE theory was also used. This theory explains how implicit bias can emerge in spontaneous interactions, such as through a teacher's tone of voice, facial expressions and body language, without a conscious intention to discriminate. MODE Theory can provide a strong psychological basis for understanding the concept of bias in the teaching context.

Often, teacher bias occurs unconsciously by the teachers themselves, especially in spontaneous interaction situations in the classroom. Teachers may feel that they are being fair, when in practice only certain students get

more attention or support. This phenomenon causes teacher bias to be something that is difficult to recognize in reflection on learning, even though its impact is very significant. Bonefeld & Dickhäuser, (2018) state that teacher bias is often implicit and difficult for the perpetrators to realize. Moreover, İnan-Kaya & Rubie-Davies (2022) assert that unconscious bias can shape unequal communication patterns, affecting students' motivation and participation in learning.

Previous research conducted by Rulyansah (2022) showed that teacher bias in learning in Indonesia is visible in nonverbal behaviors such as eye contact and tone of voice, especially at the elementary school level. However, the study has not specifically addressed how teacher bias affects student interaction and participation in junior high school EFL classes. Therefore, this study makes a novel contribution by focusing on the pattern of teacher-student interaction in a junior high school EFL classroom and incorporating students' perspectives to understand the impact of bias on motivation, participation and perceived fairness in learning.

When teacher bias occurs in learning practices, it can create inequality in students' learning opportunities. Teachers who have positive perceptions of students from

high socioeconomic backgrounds or certain genders tend to give greater attention and support, while students from other groups tend to be ignored, even though they have the same potential (Brandmiller et al., 2020). As a result, these less attentive students may experience decreased motivation, feel undervalued and experience limitations in their overall learning experience.

In the long run, this bias not only affects academic outcomes, but also inhibits students' active participation in the learning process. In addition, low teacher expectations of certain students can reduce students' perceptions of the support they receive, hindering their confidence and desire to participate (Hornstra et al., 2023). Therefore, understanding and assessing teacher bias is important to create a learning environment that is equitable, inclusive, and promotes optimal participation and academic achievement for all students.

In an effort to reduce bias in EFL learning, professional development programs oriented towards reflective awareness are needed. This training can help teachers identify patterns of bias that they may not be aware of and develop strategies to create a more equitable learning environment (Caneiro et al., 2021). Thus, every

student has an equal opportunity to thrive in English language learning (Rulyansah, 2022).

It is hoped that this study will form the basis for future research highlighting how teacher bias in English language learning can be minimized through reflection and inclusive teaching strategies. By addressing bias in teacher-student interactions, not only does academic achievement improve, but also the learning environment is more supportive for students' social and emotional development (İnan-Kaya & Rubie-Davies, 2022).

This study specifically aims to describe forms of teacher bias in interactions in junior high school English classes in Indonesia, by examining patterns of teacher-student interactions and students' perceptions of teacher treatment. This study uses a qualitative approach with classroom observations and student focus group discussion as the main instruments.

Although some studies have addressed teacher bias in general, studies that specifically describe bias in junior high school EFL teaching in the Indonesian context are very limited. Therefore, this study is important to enrich the literature and provide a real picture of bias practices in the English language classroom.

The results of this study are expected to provide practical insights for teachers in reflecting on their teaching practices and encourage the implementation of more equitable and inclusive teaching strategies. In addition, the findings can also inform the development of teacher training programs that focus on bias awareness and managing equitable interactions in the classroom.

II. Research Questions

This study seeks to answer the following research questions:

1. In what ways is teacher bias manifested in instructional strategies and classroom interactions in EFL settings?
2. How do students perceive teacher behavior and fairness in the classroom?
3. How do interaction patterns in biased classroom settings shape students' classroom behavior and participation?

III. Research Objectives

1. To identify and describe how teacher bias is manifested in instructional strategies and classroom interactions in EFL settings.
2. To explore students' perceptions of teacher behavior and their sense of fairness in classroom interactions.
3. To explore how students experience and respond to biased classroom interactions in relation to their participation.

IV. Research Significance

This research has significant implications in various aspects, ranging from classroom teaching practices, teacher professional development, education policy formulation, to theoretical contributions in the academic literature on teacher bias and classroom dynamics.

1. Practical Significance

The findings of this study are expected to raise EFL teachers' awareness of the existence of bias, both explicit and implicit, in their interactions with students in the classroom. Teachers are expected to be more reflective of their daily teaching practices, especially in terms of how they provide attention,

feedback and opportunities to students. This awareness is important to prevent unfair treatment, such as the tendency to pay more attention to students who are considered more capable or ignore students who are considered less capable. By understanding how bias manifests in classroom interaction patterns, teachers can develop more inclusive teaching strategies, such as the use of differentiated instruction methods and fair evaluation strategies to ensure that all students have equal opportunities to thrive.

2. In the Context of Teacher Professional Development

This research confirms the importance of reflective training to help teachers recognize and manage biases they may have. This training should include developing self-awareness of personal biases, critical reflection techniques to evaluate teaching behaviors and decisions, and classroom management strategies that support the active participation of all students without discrimination. By following this research-based training, teachers will not only be more sensitive to their potential biases, but will also have the skills to create a more equitable and supportive learning environment.

3. In terms of education policy

This research makes an important contribution to the formulation of policies that support inclusive education in Indonesia. The findings of this study can be used as a basis for advocating the need for anti-bias training for teachers, particularly in EFL learning. In addition, policies that encourage the implementation of more objective and bias-free evaluation methods are also important to ensure that all students get equal opportunities to succeed. The government and policy makers in the education sector can use the results of this study to develop more effective monitoring and evaluation programs for teacher-student interactions in the classroom to ensure an equal learning environment.

4. Theoretically

This study contributes to the development of academic literature on teacher bias and classroom dynamics, particularly in the context of EFL in Indonesia. By exploring the relationship between teacher bias, classroom dynamics and interaction patterns, this study expands the understanding of how bias not only impacts academic outcomes, but also

shapes students' social and academic identities. The findings are expected to provide a basis for the development of new conceptual models of teacher-student interactions, which take into account factors such as culture, educational context and school policies.

5. Social Implications

This research supports efforts to build a more inclusive and equitable education culture in Indonesia. By reducing teacher bias, it is hoped to create a classroom atmosphere that encourages all students to feel valued and supported in their learning process. This is important for creating a more tolerant, just society that values diversity. A bias-free education is the foundation for building a generation that has critical awareness, empathy and the ability to contribute positively in a diverse society.

V. Limitation of the Study

This study aims to describe teacher bias in teaching English as a Foreign Language (EFL) by analyzing classroom dynamics and interaction patterns. Although this research provides valuable insights into how bias can

appear in EFL learning contexts in Indonesia, there are several limitations that need to be acknowledged as they may affect the scope and generalizability of the findings.

This study was only conducted in one classroom with one teacher, which means the results cannot be generalized to represent situations in other classrooms, schools or regions in Indonesia. The unique characteristics of the observed class, including the teacher's teaching style and students' backgrounds, may not reflect the wider context of EFL teaching. In addition, data collection was only based on observations during one meeting consisting of two hours of learning. This limited timeframe limits the ability to capture different patterns of teacher-student interaction and potential biases that may change depending on the lesson topic, classroom atmosphere or dynamics that develop over time. Observing multiple sessions may provide a deeper understanding of consistent patterns of bias.

This research also focuses on only one teacher, which may lead to biased interpretations if the teacher's behavior does not represent general teaching practices. Every teacher has different experiences, beliefs, and training

backgrounds that can influence the level of bias shown in their interactions with students.

Contextual factors also pose limitations in this study. Since it was conducted in Indonesia, local cultural, social, and educational norms may influence how teachers interact with students. This makes the research findings potentially less relevant when applied to different countries or educational systems. Additionally, the presence of the researcher during classroom observation may have affected the behavior of both the teacher and students, either consciously or unconsciously. This phenomenon, known as the Hawthorne effect, can alter natural interaction patterns in the classroom.

Despite these limitations, this study still provides important contributions to understanding how teacher bias manifests in EFL learning. The findings can serve as a foundation for future research with a broader scope, involving more diverse participants, and using various data collection methods to gain a more comprehensive picture.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of relevant theories and previous findings to support understanding of the issue of teacher bias in teaching English as a foreign language (EFL). This review covers previous research, the theoretical basis for the analysis, and the conceptual framework used as a basis for examining the data and answering the research questions.

I. Previous Research

Research on teacher bias has been conducted in different countries with different focuses, both in general education and language learning contexts. These studies provide an overview of how bias can affect teacher and student interactions and impact on learning outcomes. These previous studies provide an important basis for the development of this study.

Previous studies have highlighted the issue of teacher bias, particularly in the context of assessment and academic expectations of students. A study titled *"(Biased) Grading of Students' Performance: Students' Names, Performance Level, and Implicit Attitudes"* by

Bonefeld & Dickhäuser (2018) shows that academic bias can occur even without direct interaction, simply through the association of a student's name with a particular ethnic background. In their experiment, essays with Turkish-sounding names were graded lower than identical essays with German-sounding names. This study reveals that teacher bias can be implicit and influence academic treatment of students. The similarity lies in the focus on teacher bias and its impact on unequal treatment of students, while the difference lies in the method; their research used an experimental-quantitative approach, while this study is qualitative, based on direct observation in the context of EFL learning at the junior high school level.

A similar finding was demonstrated by Dee & Gershenson (2017) in their study titled “*Unconscious Bias in the Classroom: Evidence and Opportunities*,” which analyzed national data in the United States and found that teachers’ implicit biases toward race and gender impact academic expectations, thereby widening the achievement gap among students. This study shares similarities in examining the influence of bias on learning opportunity disparities, but differs in scope and context: the

researcher's study is more focused and micro-level (EFL classrooms in Indonesia), while Dee & Gershenson operate at a national scale based on education policy.

The study by DeCuir-Gunby & Bindra (2022), *“How Does Teacher Bias Influence Students? An Introduction to the Special Issue on Teachers’ Implicit Attitudes, Instructional Practices, and Student Outcomes,”* is a literature review of 49 cross-national studies. They conclude that teachers’ implicit biases influence pedagogical decision-making and student learning outcomes, and highlight the limitations of measurement tools like the IAT in capturing bias in the classroom. This research is similar to the researchers’ study in that it highlights the influence of bias in learning practices, but differs in terms of approach and focus; they emphasize bias measurement tools and global evidence, while the researchers’ study directly examines classroom interaction patterns through student perceptions and contextual observations in Indonesia.

In addition, the theme of teacher-student interaction patterns has also been the focus of several relevant qualitative studies. The study by İnan-Kaya & Rubie-Davies (2022) titled *“Teacher Classroom Interactions*

and Behaviors: Indications of Bias” used observation and FGD methods to explore teacher interactions in New Zealand and found nonverbal biases such as differences in eye contact, smiles, and the type of feedback given based on students' social backgrounds. These findings are highly relevant as they use a similar approach, namely observation and FGD, to uncover forms of bias in classroom interactions. The similarity lies in the focus on exploring actual interactions and the use of qualitative methods, while the difference lies in the location and learning context; this researcher's study focuses on junior high school English classes in Indonesia.

Furthermore, the study “*A Mixed Method Study of How Teacher’s Racial Bias Relates to Student-Teacher Relationships*” by Childs (2023) uses a mixed methods approach and finds that teachers’ explicit bias, evident in overt negative attitudes, reduces students’ sense of belonging to the class and decreases verbal participation, particularly among students who feel stigmatized. The similarity with this researcher’s study lies in the focus on the impact of teacher bias on student participation, but the difference lies in the approach and context; this researcher’s study is qualitative with an emphasis on

teacher-student interactions in EFL learning in Indonesia, while Childs uses survey methods and FGDs in the US context.

In the realm of class social dynamics, several studies show that teacher-student relationships play a major role in creating a healthy and fair learning climate. Research by Longobardi et al. (2021), titled “*Student–Teacher Relationship Quality and Prosocial Behavior: The Mediating Role of Academic Achievement and a Positive Attitude Towards School*,” reveals that the quality of teacher-student relationships mediates positive attitudes toward school and enhances students' prosocial behavior. Although it does not directly address teacher bias, this study emphasizes the importance of the affective dimension in social relationships in the classroom. Its similarity to the researcher's study is that both highlight the importance of social relationships in shaping student motivation and participation, but it differs because the researcher's study focuses on the inequality of interaction due to bias, not merely positive teacher-student relationships.

Meanwhile, Rulyansah (2022) in his study titled *“Interactions and Acts of Teachers in the Classroom Primary School: Indication Bias”* conducted non-participant observations for 80 hours on 20 teachers in Indonesian elementary schools and found that teachers more often gave attention, praise, and learning challenges to students considered “high potential.” As a result, other students experienced a decline in self-confidence and participation. This study shares similarities in its local context and focus on nonverbal disparities in teacher treatment. However, it differs from this study as it does not directly explore students' perceptions, whereas the researcher's study combines observation and group discussions to understand how teacher bias influences student engagement and their perceptions of fairness in English language learning.

Previous studies provide many valuable insights into teacher bias in the learning process. They show that bias can appear in various forms, such as differences in verbal and nonverbal treatment, as well as in academic assessment and interpersonal relationships in the classroom. These biases have a significant effect on students' motivation, confidence and participation in

learning, especially in foreign language contexts. However, most of these studies were conducted in Western countries such as New Zealand, Germany and the United States. Therefore, there are still few studies that explore how teacher bias emerges and develops in Indonesia's unique social and cultural context.

In addition, previous studies have not focused much on the impact of teacher bias on learning dynamics, especially the interaction patterns between teachers and students in English as a foreign language (EFL) classes at the junior high school level. In fact, this interaction pattern is very important because it affects students' oral participation, which is a key aspect in mastering English.

Given this gap, this study aims to complement and extend previous findings by focusing on teacher-student interactions in junior high school EFL classrooms in Indonesia. This research will explore how teacher biases emerge in verbal and nonverbal interactions and how they affect students' participation in English language learning. By using a qualitative approach and direct observation, it is hoped that this research can provide a deeper understanding of how teacher bias shapes the learning environment in the English language classroom.

The contribution of this research is both theoretically and practically important. Theoretically, this study adds empirical evidence on teacher bias in the local Indonesian context which is still rarely researched, while combining the analysis of verbal and nonverbal bias simultaneously. Practically, the results of this study can inform recommendations for more inclusive and equitable teaching strategies, such as equitable distribution of questions and feedback and balanced attention in nonverbal interactions. In addition, this research can also help policy makers design anti-bias training for junior high school teachers in Indonesia, so as to create a more supportive and equal classroom atmosphere for all students.

II. Literature Review

1. Understanding Teacher Bias in Teaching English as a Foreign Language (EFL)

Teacher bias refers to the tendency of educators to treat students differently based on certain factors such as gender, socio-economic background, race, academic ability or other characteristics. In English as a foreign language (EFL) learning, teacher bias can take many forms,

such as giving more attention to students who are considered high achievers or more active, while ignoring those who are considered less capable or less participative. This bias has a major impact on students' academic and psychological development, where those who receive less attention tend to experience learning difficulties, lose motivation, and feel less confident in using a foreign language. In contrast, students who are frequently engaged by teachers can progress faster even though their initial abilities are not always superior. As a result, teacher bias contributes to inequalities in academic achievement.

Teacher bias can be classified into two main types: explicit bias and implicit bias. Explicit bias is a conscious attitude or belief that can change over time. It is often measured through self-report methods such as the “Symbolic Racism” or “Modern Racism” scales (Starck et al., 2020). Explicit attitudes influence conscious decisions made by teachers, such as grading and disciplinary actions (Chin et al., 2020). Meanwhile, implicit biases work on an unconscious level and influence automatic reactions such as tone of voice or body language. These biases

are measured using the “Implicit Association Test (IAT)” and are more difficult to control (Greenwald in Starck et al., 2020).

Research shows that implicit bias has a significant impact on teacher-student relationships, affecting students' self-confidence and academic outcomes (Jacoby-Senghor et al. in Starck et al., 2020). These two types of biases often interact, where explicit biases influence deliberate decisions, while implicit biases influence spontaneous nonverbal cues (Dovidio et al. in Starck et al., 2020).

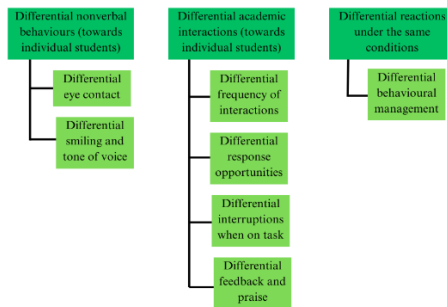


Figure 1. *Categories Of Teacher Bias*

In EFL learning, teacher bias can manifest in many forms, including verbal bias, nonverbal bias, and bias in academic interactions. Verbal bias occurs when teachers treat students differently in terms of praise, criticism or speaking opportunities. Some

students may get more praise and opportunities to participate in discussions because they are considered more potential (Rulyansah, 2022).

Nonverbal bias is reflected in differences in eye contact, facial expressions, and tone of voice, where some students get more smiles and positive reinforcement, while others are often ignored. Bias in academic interactions refers to differences in how teachers monitor and support students' learning progress. Students who are considered high achievers often get more attention and guidance, whereas others may receive little support, which ultimately impacts their participation and development in English language learning (Inan-Kaya & Rubie-Davies, 2022).

In Indonesia, teacher bias in EFL learning remains a significant challenge. Some studies show that teachers unconsciously tend to pay more attention to students with high academic achievement or from certain socio-economic backgrounds. This affects the distribution of speaking opportunities, the quality of feedback and student participation in learning (Rulyansah, 2022). Bias is also found in academic assessment, where teachers unknowingly

give lower grades to students from certain groups even though their abilities are actually equal (Bonefeld & Dickhäuser, 2018). These forms of bias reinforce educational inequalities by limiting certain students' opportunities to thrive in English language skills.

In understanding how teacher bias affects decision-making, the Motivation and Opportunity as Determinants (MODE) theory introduced by Fazio (1990) explains that implicit biases tend to emerge under conditions of cognitive pressure (Ewoldsen et al., 2015). In teaching, these biases often occur in spontaneous classroom interactions, influencing teachers' nonverbal behaviors such as attentional differences and positive reinforcement (Ellithorpe, 2020).

When under time pressure, teachers may unconsciously prioritize some students over others, ultimately leading to inequality in learning opportunities (Rulyansah, 2022). This selectivity of attention impacts student motivation and participation, widening the academic achievement gap. Students who constantly receive less encouragement may begin to doubt their own

abilities, ultimately leading to decreased participation and academic performance (Ewoldsen et al., 2015).

To reduce teacher bias and create an inclusive learning environment, systematic training and reflection are required. Teachers need to be aware of their explicit and implicit biases and apply fair assessment principles to support students' diverse backgrounds. Teacher training should emphasize inclusive learning strategies, such as performance-based assessment and differentiated evaluation methods (Putri et al., 2024). One effective intervention is the “Teach-Smart” program, which has successfully reduced implicit bias in gender-based interactions through project-based learning and group discussions Putra; et al. (2024). The program includes digital guidelines, real case analysis, and online discussion forums to increase teachers' awareness of bias and equity in education (Umar et al., 2023).

The implications of the phenomenon of teacher bias in EFL learning are highly relevant to the focus of this study, particularly in understanding how biased interaction patterns affect students' perceptions of fairness and their participation in

learning. When students feel that teachers are treated unequally, for example in terms of praise, academic support or speaking opportunities, this not only demotivates them but also affects their self-confidence and emotional engagement in the learning process (Hornstra et al., 2023; Pease, 2018).

As a result, students who feel neglected may withdraw from class discussions or activities, while students who receive more attention tend to be more dominant. This situation magnifies the participation gap and reinforces the unbalanced social structure in the classroom. Therefore, deep reflection on teachers' interaction patterns is key in creating a more equitable and inclusive learning environment. The findings of this study are expected to contribute to the development of teaching strategies that are responsive to student diversity and reduce biased tendencies in EFL learning practices in Indonesia (İnan-Kaya & Rubie-Davies, 2022; Reinholz et al., 2020).

2. Social Dynamics in EFL Classroom

Social dynamics in the classroom refer to interpersonal relationships, social roles, and power

structures that are formed in the process of interaction between teachers and students, as well as among students. In the context of learning English as a foreign language (EFL), these dynamics are crucial because the language learning process involves active communication, participation, and equal interaction among all parties in the classroom (İnan-Kaya & Rubie-Davies, 2022). Social dynamics not only influence the learning atmosphere but also shape who has greater opportunities to develop in the learning process.

Some of the main factors that influence social dynamics in the classroom, which are directly related to the potential for teacher bias, include:

a. Teacher's Role in Interaction

Teachers have great control in shaping classroom dynamics. The way teachers communicate with students, both verbally and nonverbally, affects how students feel valued and supported in learning. If a teacher pays more attention to students who are perceived as superior, then other students may feel neglected, resulting in a decrease in their motivation.

b. Communication Structures and Patterns

Classroom interactions can be one-way (teacher dominates), two-way (teacher and students communicate equally), or collaborative (students also actively interact with each other). Classes with collaborative communication tend to have a more dynamic and inclusive learning atmosphere compared to classes that are only centered on teacher instruction.

c. The Effect of Teacher Bias on Interaction Patterns

Teacher bias can be seen in how they distribute questions, give feedback, or determine who gets more attention in the classroom. If these biases go unnoticed, they can create inequalities that reinforce differences in students' academic achievement and self-confidence.

d. Impact on Student Participation

When some students consistently get more speaking opportunities, they tend to be more confident and active in class. Conversely, students who rarely get attention may become

more passive and less engaged in learning. Therefore, it is important for teachers to be aware of their interaction patterns and ensure all students get equal opportunities to participate (Bokhove, 2018).

The impact of unbalanced social dynamics can be felt in student participation. When teachers consistently give attention, praise, or speaking turns to certain groups of students, those students tend to become more confident and active. Conversely, students who rarely receive attention can become passive, withdrawn, or even feel that they do not belong in the classroom (Bokhove, 2018). This imbalance not only affects academic performance but also shapes students' social status in the eyes of their peers. Students who frequently participate are perceived as more “high-achieving,” while others become increasingly marginalized, leading to a decline in collaboration and solidarity within the classroom (Keohane, 2024).

These conditions are inseparable from the presence of teacher bias in classroom interactions. Teacher bias can be explicit (conscious) or implicit (unconscious), and often manifests through

differences in treatment in the form of attention, facial expressions, tone of voice, and eye contact (Pease, 2018; Rulyansah, 2022). For example, teachers tend to give positive responses, such as smiles or nods, to students who are considered smarter or more active, while other students tend to be ignored. These biased interaction patterns directly influence classroom social dynamics, creating an unequal environment and reinforcing existing social hierarchies.

Furthermore, teacher bias not only shapes the relationship between teachers and students, but also influences relationships among students. Students who frequently receive attention from teachers are likely to gain higher social status, while students who are rarely accommodated tend to feel less confident or even excluded from social interactions. In the long term, this creates a class dominated by a handful of students, while the others become passive participants in learning (İnan-Kaya & Rubie-Davies, 2022; Keohane, 2024).

To address this, teachers need to be aware of the importance of reflecting on the patterns of interaction they build, as well as distributing attention

and feedback fairly. Additionally, support from educational institutions is needed through professional training. Programs like Guru Mandiri, which collaborates with UNESCO, are concrete steps to equip teachers with adaptive curriculum skills, participatory teaching approaches, and sensitivity to student diversity (Agista, 2024). Furthermore, the implementation of performance-based evaluations such as group projects, individual portfolios, and real-world simulations is also important to support a more equitable and inclusive learning environment (Putri et al., 2024).

By understanding how teacher bias influences social dynamics in the classroom, this research becomes relevant for further examining communication patterns, how students interpret the treatment they receive, and its impact on their participation and engagement in English language learning. These findings are expected to serve as a foundation for reflection among teachers and education policymakers in creating classrooms that are more equitable and responsive to student diversity.

3. Interaction Patterns Between Teachers and Students in the EFL Classroom Context

Interactions between teachers and students play a central role in shaping students' learning experiences. Effective interactions involve fair distribution of attention, constructive feedback and an inclusive approach to class discussions. However, teacher bias can lead to differential treatment of students, which directly impacts their motivation, confidence and language skill development (İnan-Kaya & Rubie-Davies, 2022).

In an EFL classroom, language acquisition relies heavily on students' active engagement. When teachers provide unequal speaking opportunities, some students may dominate discussions while others are left behind. This imbalance not only hinders the development of communication skills for some students, but also reinforces gaps in learning outcomes (Bouaghi, 2021). The concept of 'self-fulfilling prophecy' plays an important role in this process, where students who are expected to perform better receive more encouragement and challenge, while students with lower expectations are given fewer opportunities to develop, ultimately widening

the achievement gap (Rosenthal & Jacobson in Pease, 2018).

Teacher-student interactions in EFL contexts also play a role in shaping a learning environment that supports language acquisition. According to Winanta et al. (2020), teachers who apply positive encouragement-based interaction strategies, such as praise and open-ended questions, can increase students' confidence in using English. Conversely, corrective interactions without support can make students feel reluctant to speak, which ultimately hinders their communication skills. Karnasih & Wahyudi (2012) emphasize that a conducive learning environment is created when teacher-student interactions are characterized by a balance between instruction, support, and students' freedom to actively participate in class.

Furthermore, Karnasih & Wahyudi (2012) research shows that students' perceptions of interactions with teachers can influence their attitudes towards learning. Students who feel they get attention and support from teachers tend to show a more positive attitude towards the subject, while those who feel neglected tend to lose motivation to learn.

Therefore, effective teacher-student interaction not only plays a role in the cognitive aspect, but also in the affective aspect that has an impact on student participation in class.

In addition to the motivational aspect, teacher-student interaction also has an impact on students' linguistic identity formation in EFL classes. According to Vygotsky (1978) when teachers actively engage students in meaningful dialog, students will be more confident in using the target language. Meanwhile, corrective interactions without support can make students feel reluctant to speak. Therefore, it is important for teachers to build interactions that are supportive and not only focus on error correction, but also on positive reinforcement that can improve students' communication skills.

The concept of scaffolding introduced by Vygotsky's (1978), Zone of Proximal Development (ZPD) theory emphasizes the importance of guided support in learning (Suardipa, 2020). According to Vygotsky (1978), states that “what children do with others today, they can do alone tomorrow.” This is the basic idea of scaffolding, where teachers or peers provide assistance so that students can do something

that they are not yet able to do on their own. Scaffolding involves providing structured assistance that helps students develop their skills until they can perform tasks independently. However, if teacher bias influences how scaffolding is provided, some students will receive more guidance than others. This kind of selective support can lead to significant differences in student progress, which goes against the principles of inclusive education (Aji Jauhari Ma & Sri Handayani, 2024).

In addition, biased teacher-student interactions also have an impact on classroom unity. Students who feel ignored or undervalued by the teacher may lose motivation to learn and limit their interactions with classmates. This social dynamic can create an environment where some students feel more privileged while others feel marginalized, ultimately affecting the overall effectiveness of classroom learning (Pease, 2018). These biased patterns of interaction do not only affect students academically, but also shape their perception of fairness and significantly influence their level of emotional and cognitive engagement in EFL learning.

To create an equitable and inclusive learning environment, teachers must actively reflect on their interaction patterns with students and ensure that all students receive equal attention and support. This can be done by implementing strategies such as monitoring classroom interactions, providing fair feedback, and encouraging the participation of all students in group discussions and activities. Thus, a more equitable and effective language education can be realized, allowing every student to reach their full potential in English language learning.

One important implication of bias in teacher-student interactions that is rarely discussed is its effect on students' perceptions of evaluation fairness and teacher credibility. When students feel that attention, praise or correction is only given to certain groups, they are also likely to doubt the objectivity of the teacher in giving assessments, both oral and written (Bonefeld & Dickhäuser, 2018).

This can reduce students' trust in the learning process and discourage them from actively participating. In the long run, this can create an emotional distance between students and teachers, which in turn weakens students' engagement in the

EFL classroom. Thus, understanding students' perceptions of fairness in teacher interactions is not only important to build healthy interpersonal relationships, but also to ensure their acceptance of the ongoing learning process. Therefore, this study is highly relevant in addressing the problem that focuses on how students interpret teacher behavior and how biased interaction patterns impact their participation and engagement in English language learning (Hornstra et al., 2023; İnan-Kaya & Rubie-Davies, 2022).

III. Conceptual Framework

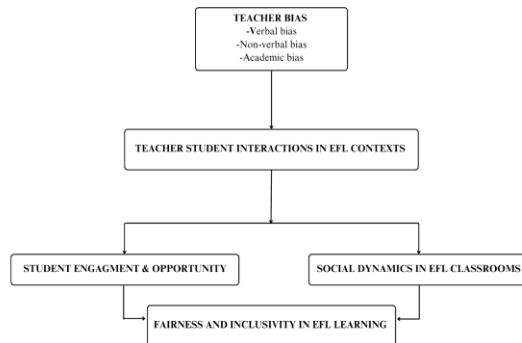


Figure 2. *conceptual framework*

CHAPTER III

METHODOLOGY

This chapter describes the research methods used to examine teacher bias in teaching English as a foreign language (EFL). The description in this chapter covers the research design, data collection techniques, data analysis techniques, and steps taken to ensure the trustworthiness of the findings. All procedures are designed to produce a deep and accurate understanding of the phenomenon under study.

I. Research Design

This research uses a qualitative method with a case study approach, as developed by Creswell (2019). This method and approach was chosen because it allows an in-depth exploration of the phenomenon of teacher bias in teaching English as a Foreign Language (EFL) at the junior high school level, and its impact on teacher and student interactions.

According to Creswell (2019), the qualitative-case study method is an appropriate approach when researchers want to understand a phenomenon contextually in real life. This approach is very suitable for this study because it only involves one teacher, one class, and one meeting, so that the analysis can be done in depth.

This research will be conducted at Al-Munawwir Gringsing Junior High School, with the main focus on how teacher bias appears in the learning process and how interactions occur between teachers and students in the classroom. To collect data, this research will use several methods, namely direct observation, video recording, and focus group discussion (FGDs).

Creswell's theory (2019) is suitable for this study as it allows for an in-depth understanding of classroom dynamics. By focusing on one specific case at Al-Munawwir Gringsing Junior High School, this research can capture the complexity of interactions that occur in the classroom and provide detailed insights into how teacher bias affects the teaching and learning process. Case studies also allow the use of various data sources, so that the research results are richer and more accurate in describing the phenomenon under study.

In addition, the qualitative approach in this study is very relevant because it allows exploration of subjective experiences, communication patterns, and the social context that shapes classroom interactions (Creswell, 2019).

1. Research Setting

This research was conducted in a junior high school EFL class. More precisely, it was conducted at AL-Munawwir Junior High School in Gringsing, Batang. The location was chosen as the research site based on the

cognitive and social development stage of junior high school students who began to be more aware of the interaction patterns in the classroom. In addition, in this school there are indications of biased teacher treatment in learning interactions, making it a relevant place to study the phenomenon. The learning process will be allowed to take place naturally so that the data collected remains authentic and accurate.

2. Research Participants

This study involved one English teacher and one class, class 7A at Al-Munawwir Gringsing Junior High School, which was selected using a purposive sampling technique to ensure relevance to the focus of the study. The main subject teacher was a female English Language Education graduate with four years of teaching experience and had been teaching the class since the beginning of the school year. In addition to the classroom observation, ten students from class 7A, five boys and five girls, were included in the Focus Group Discussion (FGD) to explore their perceptions of the teacher's communication patterns and classroom interaction experiences. The selection of students was purposive based on preliminary observations, taking into account the diversity of their experiences, such as students who

often or rarely receive attention, are called out, or given the opportunity to speak by the teacher. The FGDs were conducted voluntarily after class hours while maintaining the comfort of the students and the confidentiality of their identities and opinions.

3. Research Focus

This research focuses on how teacher bias emerges in the teaching of English as a Foreign Language (EFL) at the junior high school level, by examining verbal, nonverbal, and academic interactions between a teacher and students in a single classroom setting. It explores how such biases affect students' motivation, participation, and perceptions of fairness, as well as the social dynamics within the classroom. The study also investigates students' perspectives on teacher behavior and how biased interaction patterns shape their learning experiences. The findings aim to provide insights into promoting more inclusive and equitable teaching practices in EFL classrooms.

II. Techniques of Collecting Data and Instrument

To understand teacher bias in EFL classroom interactions, this study utilized three data collection methods:

1. Classroom Video Recording

The learning process in this study will be recorded using a cellphone and tripod placed at the back of the class so as not to disrupt the lesson. The focus of the recording is on verbal and nonverbal interactions between teachers and students. The use of video recording in this study is based on the qualitative case study approach as described by Creswell (2019), which emphasizes the importance of collecting rich and in-depth data in a natural environment.

In qualitative research, the use of video recordings allows researchers to analyze interactions in more detail as well as avoid missing information that may occur during direct observation. In addition, video recordings provide flexibility in data triangulation, where observation results can be compared with interaction transcripts as well as focus group discussion (FGDs) results to increase the trustworthiness of the research.

Furthermore, Creswell (2019) emphasizes that in case studies, data should be collected through various methods to provide a comprehensive understanding of the phenomenon under study. Therefore, video recordings in this study were used as the main tool to document teachers' facial expressions, body language, and tone of voice in interacting with students, analyze teachers' bias patterns in giving attention and feedback to

students, and identify the distribution of speaking opportunities in the classroom. With video recordings, researchers can revisit the interactions that took place, coding data more systematically, and avoiding biases that may arise due to limited memory during direct observation.

2. Classroom Observation

The researcher made direct observations in the classroom to record important events related to teacher and student interactions. Observation notes will include communication patterns, differences in treatment, tone of voice, frequency of interaction, as well as the type of feedback given by teachers to students. These observations are conducted to support the trustworthiness of the data collected from the video recordings and provide a deeper understanding of the classroom dynamics that occur directly.

According to Creswell (2019), observation is one of the main methods in qualitative research that allows researchers to understand phenomena that occur directly in their original context. This observation will be non-participatory, where the researcher only acts as an observer without intervening in the learning process. With this method, the researcher can record the interaction patterns that arise without changing the

natural behavior of learners and teachers. This observation is used to complement data from video recordings so that the researcher can capture details that may not be captured by the camera, such as students' spontaneous reactions or broader classroom dynamics.

In addition, this study also draws on the approach used by (Rulyansah, 2022), who conducted observations in an exploratory study on teacher bias in the classroom. In his study, Rulyansah used observation methods to identify indications of bias in teacher-student interactions, both in the form of verbal and nonverbal communication. This is in line with this study, which also aims to find patterns of bias that emerge in everyday teaching practices.

The use of direct observation combined with video recording aims to increase the accuracy and reliability of the data. It also supports the principle of data triangulation, where information obtained from video recordings can be confirmed and compared with findings from direct observation. The video recording allowed the researcher to revisit the classroom interactions, thus avoiding memory limitations or misperceptions during direct observation. Thus, this method helps in identifying bias patterns in a more in-depth and systematic manner, and ensures that no important data is missed during the

classroom observation process. In addition, video recordings provide flexibility in data analysis as they can be played back to see patterns of interaction that may have been missed during the observation.

No	Observed Aspect	Indicator (Teacher Behavior)	Type of Bias	Example of Teacher Behavior (RQ1)	Student Response (RQ3)
1	Teacher Attention	Staying close to certain students	Nonverbal		
2	Speaking Opportunities	Calling on the same students more often	Verbal		
3	Tone & Language	Using a different tone with certain students	Nonverbal		
4	Praise / Feedback	Giving praise only to specific students	Verbal		

No	Observed Aspect	Indicator (Teacher Behavior)	Type of Bias	Example of Teacher Behavior (RQ1)	Student Response (RQ3)
5	Corrections / Criticism	Different correction style for different students	Verbal		
6	Help & Support	Helping only selected groups or students	Academic		
7	Time Allocation	Giving longer explanations to some students	Academic		
8	Reaction to Mistakes	Reacting differently based on who makes the mistake	Verbal/ Nonverbal		
9	Group Interaction	Spending more time with active groups	Nonverbal		

Table 1. *observation sheet*

3. Focus Group Discussion (FGDs)

The researcher will conduct Focus Group Discussions (FGDs) with 10 students to explore their perceptions of bias in teaching. The FGDs will be semi-structured, allowing participants to express their experiences and perspectives more freely and in-depth. Each discussion will last approximately 15–20 minutes and will be audio-recorded with participants' consent to ensure data accuracy.

According to Krueger et al. (2015), FGDs are a useful method for collecting rich qualitative data through guided group conversations that encourage participants to reflect and build upon each other's responses. This method is particularly effective for exploring perceptions, feelings, and experiences within a shared context, such as classroom interactions.

In this study, FGDs were used to complement classroom observations and video recordings, enabling the researcher to access the subjective perspectives of students regarding how teacher interactions may reflect bias. This multi-source approach enhances the trustworthiness of the research findings through methodological triangulation.

By incorporating FGDs, the study does not merely document observable teacher behaviors but also captures the nuanced experiences and emotional responses of students who are directly involved in classroom interactions.

No	Question (RQ2)	Indicator
1	How do you feel when your teacher interacts with you in class?	General perception of teacher-student interaction
2	Have you ever felt treated differently by the teacher? For example, compared to classmates of different genders, grades, or activity levels in class? Can you share an example?	Experience of being treated differently
3	Do you feel all students are treated the same and have the same opportunities in class? Do you think the teacher's expectations for students are the same? Why or why not?	Perception of fairness and teacher expectations
4	Do you think the teacher's attitude is influenced by students' gender, grades, or behavior in class?	Perception of bias based on student background

No	Question (RQ2)	Indicator
5	How do you feel when your teacher gives feedback to you or your classmates?	Feelings about teacher feedback
6	Have you ever felt ignored or specially treated by the teacher? How did you feel about it?	Experience of feeling ignored or favored
7	How do you feel if you're treated differently by the teacher? Does it make you more motivated or less motivated to learn English?	Impact of being treated differently on motivation

Table 2. *foccus group discussion with students*

III. Data Analysis Technique

This study used Braun & Clarke (2006) thematic analysis because this approach is flexible in identifying patterns and themes in qualitative data. Thematic analysis was used to analyze data from classroom observations and students focus group discussion (FGDs), with the aim of understanding how teacher bias is manifested in classroom interactions, both verbally and nonverbally.

This approach was chosen because it is in line with the focus of the research, which is to uncover teacher bias in EFL learning, identify interaction patterns that teachers may not be aware of, and connect teachers' perceptions with classroom

practices. Familiarization with the Data - Data from classroom observations were transcribed and reread to understand patterns of interaction, including teachers' verbal and nonverbal expressions that showed bias.

This approach allowed the research to systematically structure the analysis process through several phases. Each phase in thematic analysis helps in identifying, organizing, and interpreting the data, so that patterns of bias in teachers' interactions with students can be seen more clearly. The following are the stages of analysis conducted in this study:

1. Familiarization with Data - Reading and re-reading the data obtained from classroom observations and focus group discussions to gain a comprehensive understanding of teacher-student interaction patterns and to identify initial indications of bias and student responses.
2. Initial Code Generation - Codes were created to categorize teacher behaviors that indicate bias, such as distribution of speaking opportunities, quality of feedback, and body language.
3. Theme Search - Codes that had similarities were categorized into major themes such as verbal bias, nonverbal bias, and bias in academic interactions.

4. Theme Review - Initial themes were compared with the overall data to ensure their appropriateness and representativeness to the interaction patterns found.
5. Theme Naming and Definition - Each theme was given a clear definition based on the data findings to strengthen the trustworthiness of the analysis.
6. Reporting - Findings are organized with relevant data citations, then linked to relevant theories to understand the impact of bias in learning.

This study uses Braun & Clarke (2006) thematic analysis method to process data from classroom observations and focus group discussions (FGDs). Through six stages of analysis, the researcher identified important patterns related to the emergence of teacher bias in English language learning interactions in EFL classrooms. This process helped us to understand how these biases manifest verbally, nonverbally and in academic support, and how these affect students' participation and perceptions. The results of this analysis form the basis for the discussion of findings in the next chapter.

1. Familiarization with the Data

In this process, the researcher re-read in depth the transcripts of the Focus Group Discussion (FGD) results and the classroom observation notes. Through a thorough review of students' experiences and teachers' interaction patterns during English language learning in the

classroom, the researcher identified important parts related to the forms of bias that emerged - verbal, nonverbal, and academic. This identification process focused on understanding how teacher bias manifests in learning interactions and how it impacts students' participation, motivation and perceptions of fairness in a junior high EFL learning environment.

Theme	Sub-Theme	Code	Question	Source
Visible Patterns of Bias in Instruction	Verbal Bias in Teacher Interaction	VB	O-Q2, Q4, Q5, Q8.	Observation
	Nonverbal Bias in Teacher Interaction	NB	O-Q1, Q3, Q8, Q9	Observation
	Academic Bias in Aid Delivery and Time Allocation	AC	O-Q6, Q7	Observation
Perceived Fairness and Student Emotions	Positive Perceptions of Teachers and Fair Treatment	PP	S-Q1, Q3, Q4.	FGD
	Negative Perception of Teachers or Injustice in	NP	S-Q2, Q4, Q5, Q6, Q7, Q8.	FGD

Theme	Sub-Theme	Code	Question	Source
	Teacher Treatment			
	The Effect of Teacher Treatment on Students' Self-Confidence and Motivation	EM	S-Q5, Q7, Q9.	FGD
Student Reactions and Interaction Patterns	Unequal Participation Patterns between Student Groups	UP	O-Q2, Q4, Q9. S-Q6, Q7.	Observation, FGD
	Teacher Attention that Influences Student Participation	TA	O-Q1, Q5, Q8. S-Q1, Q2, Q6.	Observation, FGD
	The Effect of Tension or Social Pressure on Student Participation	TP	O-Q3, Q5, Q8. S-Q5, Q7, Q10.	Observation, FGD
	The Implication of Inequalities in Academic	AS	O-Q6, Q7.	Observation

Theme	Sub-Theme	Code	Question	Source
	Support on Student Participation and Understanding			

Table 3. *familiarization with the data*

This study explains how forms of teacher bias are manifested in learning interactions, how students interpret teacher behavior, and the impact on students' participation and motivation to learn in English classes. The three main forms of bias analyzed are VB (Verbal Bias), NB (Nonverbal Bias), and AB (Academic Bias). In addition, students' perceptions were categorized into PP (Positive Perception), NP (Negative Perception), and EM (Effect on Motivation). The impact of bias interaction was also analyzed through UP (Unequal Participation), TA (Teacher Attention), TP (Tension or Pressure), and AS (Academic Support). Data were obtained from O (Observation) in Q1-Q9 and FGD (Focus Group Discussion) in S-Q1-S-Q10.

2. Thematizing and Coding

Theme	Sub-Theme	Code	Total Trend
Visible Patterns of Bias in Instruction	Verbal Bias in Teacher Interaction	VB	4
	Nonverbal Bias in Teacher Interaction	NB	4
	Academic Bias in Aid Delivery and Time Allocation	AC	2
Perceived Fairness and Student Emotions	Positive Perceptions of Teachers and Fair Treatment	PP	3
	Negative Perception of Teachers or Injustice in Teacher Treatment	NP	6
	The Effect of Teacher Treatment on Students' Self-Confidence and Motivation	EM	3
Student Reactions and Interaction Patterns	Unequal Participation Patterns between Student Groups	UP	5
	Teacher Attention that Influences Student Participation	TA	6
	The Effect of Tension or Social Pressure on Student Participation	TP	6

Theme	Sub-Theme	Code	Total Trend
	The Implication of Inequalities in Academic Support on Student Participation and Understanding	AS	2

Table 4. *thematizing and coding*

IV. Trustworthiness

To ensure the accuracy and credibility of the research results, researchers applied data triangulation techniques. Triangulation was carried out by comparing data from video recordings as objective evidence of interaction patterns, observation notes to provide context to the interactions that occurred, and the results of Focus Group Discussions (FGDs) that describe students' perspectives on teacher treatment in the classroom. By combining the three data sources, the internal trustworthiness of the research is strengthened through a multivocal approach, which allows researchers to see the phenomenon of teacher bias from various perspectives.

In addition to maintaining trustworthiness, this study also upholds ethical principles as described by Creswell & Poth (2016), which emphasize the importance of protecting the dignity and rights of participants, maintaining the confidentiality of information, and paying attention to social

sensitivity in qualitative research. Prior to the data collection process, all participants - both teachers and students - received a detailed explanation of the purpose, procedures, and benefits of this study. Their participation was entirely voluntary without any pressure, and they were given full freedom to refuse or withdraw from the study without any consequences.

The identity of all participants was kept anonymous; their real names were not included in the research report and the information provided was only used for academic purposes. The researcher was also mindful of the power dynamics that might arise, especially when students were asked to express their opinions about teachers. Therefore, the FGD sessions were designed to take place in a relaxed, safe and non-intimidating atmosphere. The researcher emphasized that there were no wrong answers, and all students' opinions would be fully respected without affecting their academic grades or relationship with the teacher.

With this approach, the research not only focuses on the accuracy of the data, but is also grounded in moral responsibility and professionalism in maintaining the comfort, confidentiality, and rights of participants throughout the research process.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research on teacher bias in English language teaching in Grade 7 at SMP Al Munawwir Gringsing. The analysis focuses on three key aspects: the forms of teacher bias observed in classroom interactions, the students' perceptions of bias in teaching practices, and the impact of such bias on student engagement and classroom dynamics. Data were collected through classroom observations and focus group discussions (FGDs) with students, providing a comprehensive understanding of how teacher bias manifests and affects the English learning process.

I. Findings

1. Visible Patterns of Bias in Instruction

This section discusses how teacher bias manifests in classroom instructions and interactions, as formulated in the first research question: *“In what ways is teacher bias manifested in instructional strategies and classroom interactions in EFL settings?”*. To answer this question, a classroom

observation was conducted at Al Munawwir Gringsing Junior High School in class VII A consisting of 26 students, with a composition of 15 female students and 11 male students. This observation was conducted on Saturday, April 26, 2025 during one meeting which lasted for two lesson hours (2×35 minutes). The teacher was a woman with four years of English teaching experience.

At the time of observation, the material taught was Simple Present Tense. The learning activity started with the attendance process, where the teacher called the students' names one by one and asked them to mention one word related to the learning material. Next, students were divided into groups to work on tasks together related to the material that had been explained. During the learning process, the researcher recorded various forms of teacher interaction with students verbally, nonverbally, and in providing academic support.

The observation results show that there is a tendency for bias to emerge in the way teachers interact with students. The bias was identified in three main forms, namely verbal bias, nonverbal bias, and academic bias. Verbal bias can be seen in the

different ways teachers provide opportunities to speak, give praise, and respond to student mistakes. Nonverbal bias can be seen through teachers' eye contact, tone of voice, and physical approach that tends to be uneven to all students. Meanwhile, academic bias is manifested in the form of unequal learning assistance and time allocation between student groups. These three forms of bias become the basis for explaining patterns of teacher interaction that indirectly show favoritism towards certain students or groups, and have an impact on classroom dynamics and student engagement in learning English as a foreign language.

a. Verbal Bias in Teacher Interaction

Code	Category	Observation Notes
VB-O Q2	Verbal Bias	The teacher points to the student (without mentioning the name) sitting in the middle, tends to be a male student.

Code	Category	Observation Notes
VB-O Q4	Verbal Bias	“Good” praise was given to the student who answered quickly (member of group 1).
VB-O Q5	Verbal Bias	A male student from group 5 answered 'my' (wrongly), but the teacher corrected him without reprimand. Other students' mistakes are immediately corrected.
VB-O Q8	Verbal Bias	High tone and sharp glances when male student (RZ) made a mistake; other male students were also reprimanded in a high tone when interacting. In contrast, female students' mistakes were

Code	Category	Observation Notes
		not reprimanded strongly.

Table 5. *verbal bias in teacher interaction based on observation*

Observations in class 7A showed a pattern of teacher verbal interaction that indicated bias towards certain students.



Figure 3. *the teacher points to the student sitting in the middle row, who appears to be a male student*

This can be seen from the picture that teacher's habit of pointing to students without mentioning their names directly, but with a tendency to point to male students sitting in the middle of the class. The observation note states that "*the teacher points to the student (without*

mentioning the name) sitting in the middle, tends to be a male student" (VB-O Q2). This pattern indicates an unequal distribution of speaking opportunities, where other students become less actively involved.

Verbal bias is also evident in the practice of giving praise. Teachers give praise only to certain students, as in the case of *"'Good' praise was given to the student who answered quickly (member of group 1)" (VB-O Q4). This selective giving of praise has the potential to create a perception of preferential treatment towards certain groups, thus demotivating other students who do not receive similar appreciation.*

The imbalance is also seen in the pattern of correction of students' mistakes. In one case, *"a male student from group 5 answered 'my' (wrongly), but the teacher corrected him without reprimand. Other students' mistakes are immediately corrected" (VB-O Q5). This difference in the way of correcting gives the impression that the teacher is more lenient with*

certain students while being more strict with other students for the same mistake.

In addition, teachers' reactions to students' mistakes also show inconsistent verbal patterns. Observations noted that *"high tone and sharp glances when male student (RZ) made a mistake; other male students were also reprimanded in a high tone when interacting. In contrast, female students' mistakes were not reprimanded strongly"* (VB-O Q8). Harsher reactions to male students can create psychological pressure that makes them feel uncomfortable and reluctant to participate actively in class.

These findings show that teachers' verbal biases not only affect the distribution of interactions, but also impact on students' sense of fairness, emotional comfort, and overall participation in the process of learning English as a foreign language.

b. Nonverbal Bias in Teacher Interaction

Code	Category	Observation Notes
NB-O Q1	Nonverbal Bias	The teacher often makes eye contact with the two female students at the front (group 1 members); rarely makes eye contact with the male students at the back and the female students at the back.
NB-O Q3	Nonverbal Bias	Higher tone to male students (e.g. school attributes, markers), softer to female students (e.g. glass, markers). When addressing male students, the teacher repeatedly instructed them in a high and firm tone to take the marker from the front desk. In contrast, when interacting with female students, the teacher

Code	Category	Observation Notes
		handed the marker directly to them, even fetching it herself, and spoke in a noticeably softer tone.
NB-O Q8	Nonverbal Bias	High tone and sharp glances when male student (RZ) made a mistake; other male students were also reprimanded in a high tone when interacting. In contrast, female students' mistakes were not reprimanded strongly.
NB-O Q9	Nonverbal Bias	The teacher often approached group 1 (female students including the 2 in front) and group 5, even picking up papers from group 1.

Code	Category	Observation Notes
		Other groups were rarely visited.

Table 6. *nonverbal bias in teacher interaction
based on observation*

Observation data shows that there are patterns of teacher nonverbal interaction that indicate different treatment of students based on sitting position and gender. This inequality is reflected in the teacher's tendency to make uneven eye contact.



Figure 4. *the teacher frequently makes eye contact
with the two female students seated at the front*

As noted in the observation, "*the teacher often makes eye contact with the two female students at the front (group 1 members); rarely*

makes eye contact with the male students at the back and the female students at the back" (NB-O Q1). This selective pattern of eye contact creates an impression of exclusivity towards certain groups and makes other groups feel less cared for.

In addition to eye contact, the teacher's tone of voice during interaction also shows nonverbal bias.



Figure 5. *the teacher directly hands over the marker to the female student*

Observations show that teachers use a higher tone when speaking to male students, especially when mentioning school attributes such as markers, while the tone used to female students tends to be soft. This can be seen in the notes: *"higher tone to male students (e.g.*

school attributes, markers), softer to female students (e.g. glass, markers). When addressing male students, the teacher repeatedly instructed them in a high and firm tone to take the marker from the front desk. In contrast, when interacting with female students, the teacher handed the marker directly to them, even fetching it herself, and spoke in a noticeably softer tone." (NB-O Q3). This variation in intonation can give an implicit emotional message that makes male students feel pressured, while female students feel more comfortable.

Differences in nonverbal responses were also seen in the way teachers dealt with students' mistakes. When a male student (RZ) made a mistake, the teacher reacted with *"high tone and sharp glances"*, while mistakes made by female students did not receive such a harsh response. As written: *"other male students were also reprimanded in a high tone when interacting. In contrast, female students' mistakes were not reprimanded strongly"* (NB-O Q8). Such nonverbal responses not only

indicate an imbalance of treatment, but also have the potential to create tension and anxiety in certain groups of students.

It was noted that *"the teacher often approached group 1 (female students including the 2 in front) and group 5, even picking up papers from group 1. Other groups were rarely visited"* (NB-O Q9). This inequality in physical approach suggests that teachers are more connected to certain groups only, while other groups do not receive equal attention in the learning process.

Overall, the nonverbal bias shown by teachers through eye contact, tone of voice, facial expressions and physical proximity in the classroom reinforces the impression of inequality. This has the potential to decrease the sense of belonging and active participation of students who feel ignored, as well as enlarge the engagement gap between student groups in the context of learning English as a foreign language.

c. Academic Bias in Aid Delivery and Time Allocation

Code	Category	Observation Notes
AC-O Q6	Academic Bias	The teacher often approaches group 1 (female students including the 2 in front) and group 5 (male students), giving longer explanations.
AC-O Q7	Academic Bias	Long explanations to groups 1 & 5; other groups are given short instructions or not approached.

Table 7. *academic bias in aid delivery and time allocation*

Classroom observations showed a tendency for teachers to provide uneven academic support to all groups of students. This inequality was evident in the way the teacher provided assistance as well as in the allocation of explanation time during learning activities.



Figure 6. *the teacher was frequently seen approaching Group 1, which consisted of female students including the two seated at the front*



Figure 7. *the teacher was frequently seen approaching Group 5*

In the process of classroom interaction, the teacher more often approached certain groups, especially group 1 and group 5. These two groups consisted of female students who sat at the front and male students who seemed

active. The observation notes mentioned that *"the teacher often approaches group 1 (female students including the 2 in front) and group 5 (male students), giving longer explanations"* (AC-O Q6). This indicates that these groups received more attention, both in terms of frequency and duration of academic assistance.

The distribution of teacher explanation time is also uneven. Groups 1 and 5 received longer and more in-depth explanations, while other groups only received brief instructions or were not even approached at all. As noted in the observation: *"long explanations to groups 1 & 5; other groups are given short instructions or not approached"* (AC-O Q7). This imbalance caused some students to appear confused and lack understanding of the task, and to become more passive because they did not receive intervention or clarification from the teacher.

This pattern suggests an academic bias in the distribution of assistance that has the potential to widen the gap in understanding and participation between groups. Students who do

not receive adequate explanations may feel neglected, have difficulty understanding the material, and ultimately be less engaged in the learning process. Meanwhile, groups that are frequently assisted will have greater access to information and opportunities to interact with the teacher, which in turn can strengthen their dominance of participation in class.

The findings make it clear that inequalities in academic assistance and time allocation not only impact on comprehension of the material, but also on students' sense of fairness, motivation and engagement in the context of learning English as a foreign language.

2. Perceived Fairness and Student Emotions

This section addresses the second research question, namely “*How do students perceive teacher behavior and fairness in the classroom?*”. To answer this question, the researcher conducted a Focus Group Discussion (FGD) with ten students from class VII A at Al Munawwir Gringsing Junior High

School. The group consisted of five female and five male students who were purposively selected to represent diverse backgrounds of participation and interaction during the learning process of English as a foreign language (EFL).

FGDs were conducted to explore students' subjective views and experiences of teacher behavior in the classroom, including how they perceive attention, treatment, and the extent to which they perceive fairness in the interactions. The discussions were also intended to understand students' perceptions of the impact of teacher treatment on their motivation and self-confidence. Through this approach, the researcher obtained qualitative data that described more personally how students experienced and interpreted their relationships with teachers in the context of EFL learning.

a. Positive Perceptions of Teachers and Fair Treatment

Code	Category	Quote
PP-Q1/S01	Positive Perception	"I feel cared for and happy when the teacher

Code	Category	Quote
		talks directly to me in class."
PP-Q2/S02	Positive Perception	"No, the teacher still pays attention."
PP-Q3/S04	Positive Perception	"Yes, the teacher gives equal opportunities to all students."
PP-Q5/S04	Positive Perception	"I'm happy to be given feedback, so I know what to improve."
PP-Q6/S01	Positive Perception	"No, I still feel cared for."
PP-Q7/S04	Positive Perception	"I want to show that I can do it, so I'm excited."

Table 8. *positive perceptions of teachers and fair according to students*

The results of the focus group discussion (FGD) revealed that most students have a positive perception of the teacher's behavior in classroom interaction and feel fair treatment

during the English learning process. Some students felt personally cared for and valued by the teacher, which increased their sense of comfort and motivation.

One female student stated, *"I feel cared for and happy when the teacher talks directly to me in class"* (PP-Q1/S01), indicating that the teacher's direct interaction was able to create a supportive learning atmosphere and foster confidence. Similar statements were also expressed by other students who emphasized that the teacher *"still pays attention"* to them, indicating consistent attention from the teacher to all students (PP-Q2/S02).

In addition, the perception of fairness in the distribution of learning opportunities is also a concern for students. Student S04 stated emphatically, *"Yes, the teacher gives equal opportunities to all students"* (PP-Q3/S04), which reinforces the assumption that teachers try to run the learning process in an inclusive and fair manner.

Providing feedback from teachers is also considered a positive thing that helps students

know the areas they need to improve. Students expressed, *"I'm happy to be given feedback, so I know what to improve"* (PP-Q5/S04), indicating that two-way communication in the classroom effectively promotes students' learning progress.

In addition, another student confirmed that they did not feel neglected, stating *"No, I still feel cared for"* (PP-Q6/S01). This shows that the teacher's attention is not only felt by a small number of students, but more evenly in the class.

The motivation arising from the teacher's positive treatment is also very visible. Students expressed the desire to show their best abilities in response to the fair treatment and teacher attention, as expressed, *"I want to show that I can do it, so I'm excited"* (PP-Q7/S04).

Overall, the FGD data indicates that teachers' attentive interactions, equal opportunities, and constructive feedback are able to build a learning environment that

supports and motivates students in learning English.

b. Negative Perception of Teachers or Injustice in Teacher Treatment

Code	Category	Observation Notes
NP-Q2/S07	Negative Perception	"Yes, I have felt unnoticed."
NP-Q4/S04	Negative Perception	"I noticed that teachers are more strict with male students."
NP-Q6/S07	Negative Perception	"Yes, I have felt unnoticed."
NP-Q7/S07	Negative Perception	"I feel less motivated because I am not involved as much."
NP-Q5/S07	Negative Perception	"I feel a bit embarrassed when the teacher makes comments."

Code	Category	Observation Notes
NP-Q7/S08	Negative Perception	"....sometimes it makes me excited, but it's also a bit of a burden...."

Table 9. *negative perceptions of teachers or injustice in teacher treatment according to students*

FGD results revealed that some students experienced negative perceptions of teacher behavior that was perceived as unfair or not paying attention to all students equally in classroom interactions. Feeling ignored was one of the themes that emerged consistently.

Student S07 expressed the feeling of being ignored clearly, *"Yes, I have felt unnoticed"* (NP-Q2/S07; NP-Q6/S07). This statement reflects an experience of unfairness in the distribution of teacher attention which affected the student's sense of engagement and motivation to learn.

In addition, there is a perception that teachers are treated differently based on

gender. Student S04 stated, *"I noticed that teachers are more strict with male students"* (NP-Q4/S04), indicating that students observed teachers being more strict or harsh with male students than female students. This can lead to feelings of injustice and increase emotional tension for male students.

Feelings of embarrassment or awkwardness are also felt by students when getting comments from teachers. Student S07 admitted, *"I feel a bit embarrassed when the teacher makes comments"* (NP-Q5/S07). This condition can contribute to students' decreased self-confidence and reduce their desire to actively participate in class.

The teacher's uneven attitude in paying attention to students also has an impact on learning motivation. Students who felt uninvolved stated, *"I feel less motivated because I am not involved as much"* (NP-Q7/S07), indicating that unfairness in treatment can lead to a sense of unmotivation and withdrawal from the learning process.

Meanwhile, another student, S08, expressed mixed feelings towards teacher attention, *..sometimes it makes me excited, but it's also a bit of a burden...*" (NP-Q7/S08). This illustrates that despite receiving more attention, students can also feel pressured by high expectations, which can potentially lead to stress.

Overall, the findings suggest that negative perceptions of teachers' behavior, especially regarding unfair treatment and gender-based attitudinal differences, can significantly affect students' motivation and engagement in the English learning process.

c. The Effect of Teacher Treatment on Students' Self-Confidence and Motivation

Code	Category	Observation Notes
EM-Q7/S03	Effect on Motivation	"I want to show my ability, that's my passion."

Code	Category	Observation Notes
EM-Q7/S06	Effect on Motivation	"I sometimes get discouraged because I feel that the teacher is not really focused on me."
EM-Q5/S08	Effect on Motivation	"I get comments quite often. Sometimes it encourages me, but I also get embarrassed."
EM-Q7/S10	Effect on Motivation	"I get called out quite often, which makes me feel cared for, but also uncomfortable."

Table 10. *the effect of teacher treatment on students' self-confidence and motivation according to students*

Focus group discussions (FGDs) revealed that teacher treatment in the classroom has a significant influence on students' self-confidence and motivation to learn. Some students expressed diverse experiences and feelings regarding their interactions with teachers.

Student S03 stated that teacher attention can trigger enthusiasm and motivation to show their best abilities, saying, *"I want to show my ability, that's my passion"* (EM-Q7/S03). This indicates that positive treatment and recognition from teachers can encourage students to be more active and confident in learning.

However, not all students feel the same way. Student S06 expressed the opposite feeling, *"I sometimes get discouraged because I feel that the teacher is not really focused on me"* (EM-Q7/S06). This lack of attention can lead to a decrease in motivation and engagement in the learning process.

Mixed feelings were also expressed by student S08, who said, *"I get comments quite*

often. Sometimes it encourages me, but I also get embarrassed" (EM-Q5/S08). This statement shows that while teacher feedback can be motivational, the insensitive way in which comments are given can lead to embarrassment, potentially lowering self-confidence.

Student S10 shared a similar experience, *"I get called out quite often, which makes me feel cared for, but also uncomfortable"* (EM-Q7/S10). This reflects that intense teacher attention can have a double impact: at once making students feel cared for and also feeling pressured or awkward.

Overall, this finding confirms that how teachers treat students determines their level of confidence and motivation to learn. Therefore, it is important for teachers to pay attention to how they interact and give feedback in order to create a supportive learning environment that empowers all students equally.

3. Student Reactions and Engagement Patterns

This section addresses the third research question, namely “*To explore how students experience and respond to biased classroom interactions in relation to their engagement and participation*”. To answer this question, the researcher analyzes data from classroom observations and group interviews (FGDs) that have been conducted in class VII A of Al Munawwir Gringsing Junior High School. The main focus in this section is to see how teachers' interaction patterns that show a tendency to bias affect students' participation and engagement in the learning process of English as a foreign language (EFL).

In this context, unbalanced interactions, whether verbal, nonverbal, or academic, can create a learning atmosphere that benefits some students but hinders others. These patterns are observed through students' engagement in classroom activities, students' responses to teacher attention and emotional reactions resulting from pressure or unequal treatment. By analyzing students' direct experiences and observed teacher behaviors during learning, this section aims to show how forms of bias in classroom

interactions impact students' overall motivation, confidence and participation.

Four main themes emerged from the findings: inequalities in participation between student groups, the influence of teacher attention on student engagement, the impact of social pressure on participation, and inequalities in the academic support students receive. These four themes will be explained in detail in the following sections.

a. Unequal Participation Patterns between Student Groups

Code	Category	Observation Notes
UP-O Q2	Unequal Participation	Other students become passive and rarely get a turn to speak.
UP-O Q4	Unequal Participation	Students who are not praised tend to lack confidence or are unsure of their answers.
UP-O Q9	Unequal Participation	Other groups seemed less involved, only asked when they took the initiative to ask.

Table 11. *unequal participation patterns between students groups based on observation*

Observation data shows that the pattern of student participation in class is not evenly distributed. Teachers tend to give repeated speaking opportunities to certain students, while other students become passive. As noted, *"other students become passive and rarely get a turn to speak"* (UP-O Q2). This inequality contributes to the low engagement of students who are not given space to actively participate in learning activities.

In addition, the practice of giving praise is also only directed to certain students, for example, those who answer quickly or are part of an active group. Observation notes state that *"students who are not praised tend to lack confidence or are unsure of their answers"* (UP-O Q4). The absence of positive reinforcement for other students causes them to feel undervalued and doubt their own abilities, which ultimately results in low participation.

Inequality of attention is also seen in group interaction. Teachers interacted more often with active groups, while other groups were only given attention when they actively asked for help. Observers noted that *"other groups seemed less involved, only asked when they took the initiative to ask"* (UP-O Q9). This suggests that groups that are not considered "prominent" have to try harder to get the teacher's attention, which could lower their morale and sense of engagement.

Code	Category	Kutipan Temuan Observasi
UP-Q6/S07	Unequal Participation	"Yes, I have felt unnoticed."
UP-Q7/S07	Unequal Participation	"I feel less motivated because I am not involved as much."

Table 12. *unequal participation patterns between students groups according to students*

The findings from these observations were reinforced by students' statements in the FGDs, especially from student S07, who stated

"Yes, I have felt unnoticed" (UP-Q6/S07). This shows the students' awareness of unequal treatment in the classroom. This sense of being ignored has a direct impact on learning motivation, as expressed in another quote from the same student: *"I feel less motivated because I am not involved as much"* (UP-Q7/S07).

This combination of observational data and FGD results confirms that unequal participation patterns in the classroom contribute to a decline in students' motivation, confidence and sense of engagement. When students feel uninvolved or unrecognized, they tend to withdraw from classroom interactions, which ultimately hinders the collaborative learning process in the context of learning English as a foreign language.

b. Teacher Attention that Influences Student Participation

Code	Category	Observation Notes
TA-O Q1	Teacher Attention	Students who rarely get eye contact appear unfocused or look down.
TA-O Q8	Teacher Attention	Male students seemed shy, afraid, and hesitant to participate.
TA-O Q5	Teacher Attention	Other students feel unfair treatment.

Table 13. *unequal participation patterns between students groups based on observation*

Teachers' attention patterns in the classroom play an important role in determining students' level of participation in the learning process.



Figure 8. *while most students are looking attentively at the teacher, one male student, who rarely receives eye contact, appears disengaged and looks down*

Observation data shows that students who rarely get nonverbal attention such as eye contact tend to appear unfocused or even look down. It was noted that *"students who rarely get eye contact appear unfocused or look down"* (TA-O Q1). This indicates that a lack of attention from the teacher, even in a simple form, can decrease students' readiness and confidence to engage in learning.

In addition, teachers' responses to certain students create an emotional impact that limits participation. Observations noted that *"male students seemed shy, afraid, and*

hesitant to participate" (TA-O Q8), suggesting that the way teachers treat students-both verbally and nonverbally-can create psychological pressure that inhibits their engagement. When students perceive unfair or inconsistent treatment, it also negatively impacts their sense of safety in the classroom. As noted, *"other students feel unfair treatment"* (TA-O Q5).

Code	Category	Quote
TA-Q1/S08	Teacher Attention	"I feel cared for and more focused if the teacher interacts with me."
TA-Q2/S08	Teacher Attention	"I feel like I get called on a lot... Sometimes I feel special, but also a bit overwhelmed."
TA-Q6/S08	Teacher Attention	"I feel that I am often called by the teacher, sometimes it makes me nervous too."

Table 14. *unequal participation patterns between students groups according to students*

The findings from these observations were confirmed through the FGD interviews, particularly from student S08, who explicitly stated the importance of teacher attention. He said, *"I feel cared for and more focused if the teacher interacts with me"* (TA-Q1/S08), suggesting that the teacher's direct involvement had a positive impact on his focus and engagement. However, the same student also revealed another side of intensive interaction: *"I feel like I get called on a lot... Sometimes I feel special, but also a bit overwhelmed"* (TA-Q2/S08). This statement suggests that excessive or too frequent attention can also create pressure, especially if it is not matched by adequate emotional support.

Furthermore, the student also stated, *"I feel that I am often called by the teacher, sometimes it makes me nervous too"* (TA-Q6/S08), which suggests that while teacher attention can increase engagement, if not delivered sensitively, it can also create anxiety or psychological burden for students.

From these combined findings, it can be concluded that the way teachers pay attention has a direct impact on student participation and engagement. Not only is it important for teachers to distribute attention fairly, but it is also necessary to pay attention to how it is delivered in order to create a supportive learning environment and encourage positive engagement of all students.

c. The Effect of Tension or Social Pressure on Student Participation

Code	Category	Quote
TP-O Q3	Tension or Pressure	Male students appear awkward, female students are more comfortable.
TP-O Q8	Tension or Pressure	Male students seemed shy, afraid, and hesitant to participate.

Code	Category	Quote
TP-O Q5	Tension ore Pressure	Students can misunderstand the material; other students feel unfair treatment.

Table 15. *the effect of tension or social pressure on student participation based on observation*

Observations show that social tensions or pressures arising from unequal teacher treatment can have a direct impact on student participation. In some interactions, teachers showed gender-based differences in attitudes, with male students receiving harsher verbal and nonverbal treatment more often. It was noted that *"male students appear awkward, female students are more comfortable"* (TP-O Q3), indicating an imbalance in the way students experience classroom interactions.

Furthermore, the teacher's reaction to male students' mistakes was often excessive, characterized by a high tone and sharp gaze. This led to *"male students seemed shy, afraid,*

and hesitant to participate" (TP-O Q8). Meanwhile, female students did not receive the same harsh reactions when they made mistakes. This pattern shows that social pressure is felt more by male students, which in turn reduces their confidence to actively engage in class.

Observations also show that students who receive inconsistent treatment from teachers, such as selective praise or correction, tend to feel unfair and may experience misunderstanding of the material. As noted in the observation notes: *"students can misunderstand the material; other students feel unfair treatment"* (TP-O Q5). This kind of tension not only affects the emotional aspect, but also hinders students' academic understanding.

Code	Category	Quote
TP-Q5/S08	Tension ore Pressure	"I get comments quite often. Sometimes it encourages me, but

Code	Category	Quote
		I also get embarrassed..."
TP-Q7/S08	Tension ore Pressure	"I'm often called upon... Sometimes it makes me excited, but it's also a bit of a burden."
TP-Q7/S10	Tension ore Pressure	"I get called out by teachers quite often... but also makes me uncomfortable."

Table 16. *the effect of tension or social pressure on student participation according to students*

The findings from the observations were reinforced by the FGD results, particularly from student S08, who expressed mixed feelings about the teacher's comments. He said, *"I get comments quite often. Sometimes it encourages me, but I also get embarrassed..."* (TP-Q5/S08), indicating that too frequent

teacher interactions, especially in public, can lead to social pressure. Another statement from the same student stated that, *"I'm often called upon... Sometimes it makes me excited, but it's also a bit of a burden"* (TP-Q7/S08), indicating that a high frequency of interaction can actually be a psychological burden when not accompanied by emotional support.

Similarly, student S10 said, *"I get called out by teachers quite often... but it also makes me uncomfortable"* (TP-Q10/S10). Despite feeling cared for, this student also experienced discomfort due to the pressure that arises from teachers' expectations in classroom situations.

Overall, the data from observations and FGDs show that social pressure and tension due to unbalanced interaction patterns can reduce students' participation and engagement, especially male students. Imbalances in tone of voice, facial expressions, and frequency of invocations cause some students to feel burdened, pressured, or even embarrassed to be active. This is an important reminder for teachers to build classroom interactions that

are supportive, equal, and sensitive to the emotional impact on students.

d. The Implications of Inequalities in Academic Support on Student Participation and Understanding

Code	Category	Observation Notes
AS-O Q6	Academic Support	Other groups are only helped if they ask questions; seem more confused and passive.
AS-O Q7	Academic Support	Students in other groups had difficulty understanding the task and seemed to be waiting.

Table 17. *the impact of inequalities in academic support on student participation and understanding based on observation*

Observations revealed that the academic assistance provided by teachers in class was not evenly distributed to all groups of students. Teachers tend to assist certain groups more

often (such as groups 1 and 5), while other groups only receive help if they actively ask or take the initiative.

Observation notes state that *“other groups are only helped if they ask questions; seem more confused and passive”* (AS-O Q6). This inequality led to some groups of students appearing to lack understanding of the instructions or tasks given. As help was not proactively provided to all groups, students who lacked confidence or the courage to ask questions became increasingly left behind and passive in the learning process.

In addition, observation also noted that *“students in other groups had difficulty understanding the task and seemed to be waiting”* (AS-O Q7). This shows that inequality in the provision of support not only impacts motivation, but also directly affects students' understanding of the teaching material. Students who do not get explanations or clarifications from the teacher become confused and do not show active participation.

This suggests that inequalities in academic support can reinforce gaps in understanding and engagement between students and create an unequal learning environment. When only certain groups consistently receive attention and support, it can lead to inequalities.

II. Discussion

This chapter explores and interprets the findings of the study by thematically analyzing how teacher bias is manifested in classroom interactions, how students perceive teacher behavior, and how such patterns influence student engagement. The discussion is structured according to the three formulated research questions. It integrates the observation data and focus group discussions (FGDs) with supporting literature to provide a comprehensive explanation of verbal, nonverbal, and academic bias. This analysis is aimed at highlighting the implications of biased teaching behaviors on students' motivation, participation, and perceptions of fairness in the EFL classroom setting.

1. Visible Patterns of Bias in Instruction

The results of observations in class VII A of Al Munawwir Junior High School show that teacher bias appears in verbal, nonverbal, and academic forms. Verbal bias can be seen in the provision of speaking opportunities and praise that is more often directed to certain students who are considered active or quick to respond. Nonverbal bias is reflected through teachers' uneven eye contact, tone of voice, and physical proximity-for example, male students seem to get less eye contact and tend to be hesitant or afraid to participate. Meanwhile, academic bias is seen in the unequal distribution of scaffolding; certain groups of students receive more intensive guidance, while others are only involved if they take the initiative themselves.

According to the researcher, teachers' unawareness of this pattern is the main root of bias. When teachers feel that they have been fair, but the data shows an imbalance of attention, deep reflection is needed. Teachers can use learning videos or self-observation instruments as reflection tools to identify potential bias in daily interactions.

This finding is in line with MODE Theory by Fazio (1990), which explains that implicit bias emerges automatically in spontaneous interaction situations. Teachers may not intend to discriminate, but quick responses such as tone of voice or selective attention can reinforce patterns of inequality. Furthermore, according to Vygotsky (1978), Zone of Proximal Development (ZPD) theory also emphasizes the importance of equitable scaffolding. When only certain students are scaffolded, other students miss out on developmental opportunities.

This finding also reinforces İnan-Kaya & Rubie-Davies (2022) study which asserts that teacher bias, particularly in nonverbal forms, creates unequal communication patterns and demotivates students from underdog groups. In the Indonesian context, Rulyansah (2022) also pointed out the existence of teacher preference for students who are considered potential, especially in assignments and praise in elementary schools.

However, the observed bias does not necessarily stem from negative intentions. It could be that teachers only respond to students who are more active, or that seating position and personality factors

influence teacher attention. Some students may have higher levels of initiative or communication skills and therefore deserve more interaction.

In conclusion, awareness of teacher bias needs to be built through a systematic and data-driven approach. Teachers can utilize video-based reflection and self-observation sheets to objectively identify patterns of bias in classroom interactions (Reinholz et al., 2020). To ensure a fairer distribution of attention, the use of randomized turn systems such as random name pickers is recommended so that every student has an equal opportunity to participate (Caneiro et al., 2021). In addition, structured anti-bias training is important so that teachers can recognize their implicit preferences and adjust scaffolding strategies more inclusively (Putri et al., 2024). These approaches align with the principles of differentiated and inclusive learning, contributing to the creation of a more equitable and participatory classroom environment.

As such, teacher bias in classroom interactions is not just an individual issue, but reflects structural dynamics in everyday educational practices. Unawareness of implicitly discriminatory patterns

can have a direct impact on student confidence, motivation and engagement. Therefore, it is important for teachers to make reflection a part of professionalism, not to blame themselves, but to grow and improve teaching practices. Efforts to reduce bias will not only create a more equitable classroom, but also encourage the creation of a truly inclusive learning space, where every student feels equally seen, heard and valued.

2. Perceived Fairness and Student Emotions

Focus group discussion (FGD) results show that students' perceptions of teacher behavior are not uniform. Some students stated that they felt cared for and treated fairly by teachers, were happy to receive feedback, and were motivated to show their abilities. However, many other students, especially males, felt less cared for, were reprimanded in a high tone, or felt that they were treated more harshly than female students.

The researcher maintains that positive perceptions held by some students do not necessarily eliminate the possibility of bias. This is precisely

where the danger of implicit bias lies, because it is hidden, it tends to be normalized by both students and teachers. Thus, student perceptions should always be combined with observational data to gain a full understanding of the fairness of classroom interactions.

Theoretically, students' perception of fairness is strongly related to their motivation and participation in learning. When viewed through the lens of MODE Theory by Fazio (1990), students' perceived differential treatment most likely stems from teachers' implicit biases that surface automatically in spontaneous interactions. Teachers may think they are being fair, but students often pick up on nonverbal signals, such as intonation, smiles or stares, that suggest otherwise. These uneven nonverbal signals can be interpreted by students as a form of preference or rejection, even if the teacher does not realize it. This is consistent with the findings of Hornstra et al. (2023) who showed that perceptions of unfairness in teacher-student interactions negatively impact student confidence and engagement. In other words, automatic responses from teachers, such as a raised tone of voice, a brief

stare, or a selective smile, can be quickly processed by students as indicators that they are less liked or less valued, such perceptions can inhibit students' affective development, reduce interest in learning, and increase the psychological distance between students and teachers.

Similar findings also emerged in Bonefeld & Dickhäuser (2018) study, which found that students' perceptions of teacher bias had a direct impact on decreased motivation and self-confidence. However, the findings also point to an important difference: some students still felt they were treated fairly despite observational data suggesting inequality. This suggests that teacher bias can be subtle and not always realized by students who are treated more favorably.

However, it should be recognized that perceptions do not always fully reflect objective reality. Factors such as cultural norms, students' familiarity with the teacher, or reluctance to voice discomfort can influence students' responses in FGDs. In the context of Indonesian culture, which emphasizes good manners, students tend to be reluctant to openly criticize teachers. This is why

perception data needs to be juxtaposed with objective data for a more complete picture of justice.

Teachers need to open spaces for dialogue and reflection with students, such as through anonymous questionnaires or open discussions, to find out students' perceptions of interaction justice. This can increase teachers' awareness of unconscious biases and promote a more emotionally and cognitively balanced learning environment. The literature suggests reflective training programs to make teachers more sensitive in interpreting student feedback and able to adjust their interaction style more fairly (Caneiro et al., 2021). Such training serves not only as a means of introspection but also as a continuous learning process that positions students as active partners in creating a classroom climate that is inclusive and responsive to the needs of all learners.

Overall, the findings confirm that teacher bias in classroom interactions, whether conscious or unconscious, has a real impact on students' learning experiences. Inequality of treatment, especially in the form of nonverbal signals and feedback distribution, can significantly affect students' perceptions of

fairness, motivation and participation. Therefore, building critical awareness through pedagogical reflection and student engagement in evaluating interactions is a strategic step towards creating equitable and supportive learning spaces. Acknowledging implicit bias is not a form of blaming teachers, but rather a starting point for developing teaching practices that are more empathetic, equitable and able to reach the needs of diverse learners.

3. Student Reactions and Participation Patterns

Based on observations and FGDs, it was found that students who received more attention and support from the teacher tended to be more active, confident, and dominate classroom interactions. In contrast, students who are rarely given the opportunity to speak or only given brief instructions show a tendency to be passive, hesitant, and even withdraw from participation. This inequality suggests that biased interaction patterns can reinforce unequal social structures in the classroom.

The researcher argues that quality of interaction is more important than quantity. Teachers

need to adopt strategies such as speaking rotation, small group discussions, and personalized feedback to ensure that every student has the space to participate and grow to their potential.

Keohane (2024) emphasizes that the dominance of teacher attention towards certain groups of students not only creates participation gaps, but also reinforces social hierarchies between students, which in the long run has an impact on motivation, self-confidence and the quality of relationships between students. In this context, teacher bias no longer just affects individual academic achievement, but also shapes an exclusive and non-inclusive classroom social climate. In relation to the Zone of Proximal Development (ZPD) theory by Vygotsky (1978), the scaffolding inequality shows that only those students who are considered “excellent” or “active” receive timely support to exceed their developmental limits. Meanwhile, other students who do not receive similar interventions are left in a stagnant zone, without the necessary encouragement to grow. As a result, the developmental gap between students widens, not

because of differences in ability, but because of unequal access to pedagogical support.

This finding is in line with İnan-Kaya & Rubie-Davies (2022) study, which found that students who received more positive feedback from teachers experienced increased confidence and participation, while students who were ignored became passive and unconfident. However, this study extends the findings by adding local contexts such as seating position and the way teachers divide time and attention during the learning process.

As an alternative interpretation, it could be that the difference in participation is also influenced by the character of the students themselves. Some students may be extroverted, more confident or more prepared for classroom interactions. However, without a strategy to equalize interactions, less vocal students will continue to be left behind and not develop.

Strategies such as random name pickers and performative evaluation have been shown to be effective in reducing biases in the distribution of speaking opportunities, especially when combined with systematic monitoring of interactions. Teachers

need to ensure that every student, including those who tend to be quiet or lack confidence, has equal access to attention and support during learning. Without turn rotation or monitoring tools, these students risk being constantly marginalized.

Reinholz et al. (2020) suggests the use of tools such as EQUIP, which is functionally similar to a digital tally sheet, to record who has and has not participated in classroom interactions, as part of an analytic approach to address implicit bias. In addition, strategies such as the formation of heterogeneous discussion groups (combining active and passive students) can promote confidence transfer through peer modeling. Personalized written feedback is also an effective way of reaching students who are reluctant to raise their hands, providing them with validation that they may not get verbally. Furthermore, teacher training on task differentiation and fair evaluation is important so that variations in question difficulty levels can accommodate students' diverse abilities (Putri et al., 2024). If these strategies are consistently implemented, the participation gap will narrow, and the classroom can function as a safe

and growing space for all students, not just those who are most vocal or prominent.

By ensuring each student receives the attention and scaffolding needed, teachers not only foster a sense of fairness, but also strengthen the academic as well as social-emotional development of the whole class. Fair treatment and equal attention allow all students to feel valued and motivated to actively participate in the learning process.

To realize this, teachers need to implement strategies such as rotating speaking turns, monitoring the distribution of interactions with simple tools such as tally sheets, and forming heterogeneous discussion groups that can encourage the transfer of confidence between students. Teacher training on task differentiation and fair evaluation is also very important so that all students can access materials that match their abilities. With consistency in implementing these strategies, the classroom can become an inclusive and safe space for all students to develop optimally.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusions and suggestions based on the study's findings.

I. Conclusion

This study shows that teacher bias in teaching English as a foreign language (EFL) manifests itself in three main forms, namely verbal, nonverbal, and academic bias. Verbal bias is evident in differences in the giving of praise, reprimands, and speaking opportunities to students. Nonverbal bias is reflected in differences in eye contact, tone of voice, and physical proximity between teachers and certain students. Meanwhile, academic bias is evident in disparities in the provision of learning assistance and time allocation. These interaction patterns indicate the presence of unconscious tendencies or preferences that influence the structure of classroom interactions.

Students' perceptions of teacher behavior also vary, depending on how they experience these interactions. Some students feel noticed and treated fairly, while others feel ignored, judged unfairly, or given fewer opportunities.

These feelings are generally related to how often they are given attention, called on, or helped during the learning process. These perceptions shape students' views of fairness in the classroom and influence their emotional responses and attitudes toward teachers and lessons.

The presence of bias in classroom interactions directly impacts student engagement and participation. Students who receive more attention and support from teachers tend to be more active, confident, and involved in classroom discussions. Conversely, students who feel neglected tend to be passive, reluctant to speak, or withdraw from learning activities. Additionally, this disparity in participation is exacerbated by teachers' interaction patterns, creating an unbalanced classroom atmosphere that benefits only certain groups of students. This demonstrates that teacher bias can widen the gap in student participation and engagement within the classroom.

II. Suggestions

After conducting a study on teacher bias in English language teaching based on classroom observation and

student focus group discussions in grade 7 of a junior high school, the researcher provides the following suggestions:

1. For Teachers

Teachers are advised to be more aware and reflective of classroom interaction patterns, ensure fair treatment without bias, and use teaching strategies that actively involve all students. Healthy two-way communication with students is also important to create a comfortable and inclusive learning environment.

2. For School and Educational Institutions

Schools need to provide training and professional development programs to raise teachers' awareness of bias, establish teacher learning forums and conduct supervision that supports the evaluation of classroom interaction patterns. Inclusive school policies and culture should also be strengthened to reduce bias.

3. For Students

Students are expected to be active in the learning process by daring to ask questions and expressing their needs politely. They also need to

foster mutual support and create a collaborative and fun learning atmosphere.

4. For Future Researchers

It is recommended to expand the research by involving more teachers, classes and mixed-methods. Research can also focus on the effects of bias awareness training interventions and include parents' perspectives for more comprehensive results in building an equitable and reflective education system.

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APPENDICES

Appendix 1: Observation Sheet

Female teacher with 4 years experience

Date : Saturday, 26 April 2025

Class : 7A

Duration : 2 JP (2x35 minute)

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
1	Teacher Attention	Teacher shows closeness to certain students	Nonverbal	The teacher often makes eye contact with the two female students at the front	Students who rarely get eye contact appear unfocused or look down.

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
				(group 1 members); rarely makes eye contact with the male students at the back and the female students at the back.	
2	Speaking Opportunities	Calls on certain students more frequently	Verbal	The teacher points to the student (without mentioning the name) sitting in the middle, tends to be a male student.	Other students become passive and rarely get a turn to speak.

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
3	Tone & Language	Different tone used for different students	Nonverbal	Higher tone to male students (e.g. school attributes, markers), softer to female students (e.g. glass, markers). When addressing male students, the teacher repeatedly instructed them in a high and firm tone to take the marker from the front desk. In contrast, when interacting with female students, the teacher	Male students appear awkward, female students are more comfortable and helped.

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
				handed the marker directly to them, even fetching it herself, and spoke in a noticeably softer tone.	
4	Praise / Feedback	Praise directed to specific students only	Verbal	“Good” praise was given to the student who answered quickly (member of group 1).	Students who are not praised tend to lack confidence or are unsure of their answers.
5	Corrections / Criticism	Corrections differ based on student	Verbal	A male student from group 5 answered 'my' (wrongly), but the teacher corrected him without reprimand.	Students can misunderstand the material; other students feel unfair treatment.

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
				Other students' mistakes are immediately corrected.	
6	Help & Support	Help given mostly to certain groups	Academic	The teacher often approaches group 1 (female students including the 2 in front) and group 5 (male students), giving longer explanations.	Other groups are only helped if they ask questions; seem more confused and passive.
7	Time Allocation	Longer explanations given to	Academic	Long explanations to groups 1 & 5; other groups are given short	Students in other groups had difficulty

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
		certain students		instructions or not approached.	understanding the task and seemed to be waiting.
8	Reaction to Mistakes	Reactions vary based on who makes the mistake	Verbal / Nonverbal	High tone and sharp glances when male student (RZ) made a mistake; other male students were also reprimanded in a high tone when interacting. In contrast, female students' mistakes were not reprimanded strongly.	Male students seemed shy, afraid, and hesitant to participate.

No	Observed Aspect	Teacher Behavior Indicator	Type of Bias	Example of Teacher's Behavior (RQ1)	Student Response (RQ3)
9	Group Interaction	Teacher focuses more on active groups	Nonverbal	The teacher often approached group 1 (female students including the 2 in front) and group 5, even picking up papers from group 1. Other groups were rarely visited.	Other groups seemed less involved, only asked when they took the initiative to ask.

Appendix 2: Permission Letter to Conduct Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fittk.walisongo.ac.id>

Nomor : 1736/Un.10.3/K/DA.04.10/4/2025

Semarang, 21 April 2025

Lamp : -

Hal : Izin Riset/ Penelitian

Kepada Yth.
Kepala Sekolah SMP AL-Munawwir Gringsing
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, bahwa dalam rangka memenuhi tugas akhir skripsi mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Safanna Azzahra Safidi

NIM : 2103046178

Semester : Genap (8)

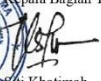
Judul Skripsi : PORTRAYING TEACHER BIAS IN EFL INSTRUCTIONS:
UNDERSTANDING CLASSROOM DYNAMICS AND INTERACTION
PATTERNS

Dosen Pembimbing: Dra. Nuna Mustikawati Dewi, M.Pd

untuk melakukan riset/penelitian di SMP Al-Munawwir Gringsing yang Bapak/Ibu pimpin, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 22 April 2025 sampai dengan tanggal 22 Mei 2025.

Demikian, atas perhatian dan terakabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Kepala Bagian Tata Usaha

N. Khotimah

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 3: Certificate of Research Completion



معهد المنور الاسلامي

YAYASAN PONDOK PESANTREN AL MUNAWWIR
SMP AL MUNAWIR GRINGSING
TERAKREDITASI B

Jl. Raya Lama No. 16 Telp. (0294) 3645135 HP. 085641340992 Gringsing – Batang 51281

SURAT KETERANGAN

NOMOR: 097.I/SMP Almun/SK/VI/2025

Yang bertanda tangan dibawah ini :

Nama : Ahmad Rozikin, S.Pd.
NIP : -
Jabatan : Kepala SMP AL MUNAWIR GRINGSING

Menerangkan dengan sesungguhnya bahwa :

Nama : Safanna Azzahra Safidi
NIM : 2103046178
Progam Studi : Pendidikan Bahasa Inggris (PBI)
Mahasiswa : FTIK UIN Walisongo Semarang

Benar telah melaksanakan Penelitian di SMP Al Munawir Gringsing pada Tanggal 22 April 2025 s/d 22 Mei 2025 untuk menyelesaikan tugas akhir skripsi dengan judul "PORTRAYING TEACHER BIAS IN EFL INTRUCTIONS : UNDERSTANDING CLASSROOM DYNAMICS AND INTERACTION PATTERNS".

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagai mestinya. Atas perhatiannya kami ucapkan banyak terima kasih.

Gringsing, 11 Juni 2025



Kepala Sekolah

Ahmad Rozikin, S. Pd
NIP:-

Appendix 4: Interview Guidelines for Students Student Interview Question

STUDENT INTERVIEW QUESTIONS (Focus Group Discussion – FGD)

A. Participant Information

No	Name	Gender	Age	Class	Notes
1					
2					
3					

B. List of Questions

No	Interview Question	Indicator
1	How do you feel when your teacher interacts with you in class?	General perception of teacher-student interaction
2	Have you ever felt treated differently by the teacher? For example, compared to classmates of different genders, grades, or activity levels in class? Can you share an example?	Experience of being treated differently
3	Do you feel all students are treated the same and have the same opportunities	Perception of fairness and

No	Interview Question	Indicator
	in class? Do you think the teacher's expectations for students are the same? Why or why not?	teacher expectations
4	Do you think the teacher's attitude is influenced by students' gender, grades, or behavior in class?	Perception of bias based on student background
5	How do you feel when your teacher gives feedback to you or your classmates?	Feelings about teacher feedback
6	Have you ever felt ignored or specially treated by the teacher? How did you feel about it?	Experience of feeling ignored or favored
7	How do you feel if you're treated differently by the teacher? Does it make you more motivated or less motivated to learn English?	Impact of being treated differently on motivation

Interview Participants

Student Code	Gender	Age	Class	Notes / Remarks
S01	Female	13	7A	Often gently reprimanded for bringing a small mirror.
S02	Female	12	7A	Member of Group 1; often approached by the teacher; quite active in asking questions.
S03	Female	13	7A	Not very prominent; rarely called on or ignored; behaves normally in class.
S04	Female	13	7A	Average classroom behavior; not often called on or ignored; fairly responsive when asked.
S05	Female	12	7A	Neither very active nor passive; not outstanding; usually follows the lesson quietly.
S06	Male	12	7A	Frequently asked to answer questions by the teacher; often involved in interactions.
S07	Male	14	7A	Often ignored; rarely called on or given the chance to answer; usually quiet and focused on his book.
S08	Male	13	7A	Frequently asked to answer by the teacher; appears

Student Code	Gender	Age	Class	Notes / Remarks
				active due to frequent calls, although sometimes pressured.
S09	Male	12	7A	Often called to answer; frequently interacts; sometimes shy when speaking in front of the class.
S10	Male	13	7A	Frequently called on by the teacher to answer; sometimes appears uncomfortable due to pressure; often receives attention.

Interview Transcript

RQ2/Q1	How do you feel when your teacher interacts with you in class?
S01	I feel cared for and happy when the teacher talks directly to me in class.
S02	I feel happy and excited when my teacher talks to me or gives me attention.
S03	I feel happy because I understand the material better when the teacher interacts directly.
S04	I feel appreciated when the teacher interacts with me, so I am more eager to learn.

RQ2/Q1	How do you feel when your teacher interacts with you in class?
S05	I feel happy and comfortable when my teacher pays attention to me in class.
S06	I feel nervous but also happy when the teacher asks me directly.
S07	I sometimes feel awkward but also happy if the teacher asks me to talk directly.
S08	I feel cared for and more focused if the teacher interacts with me.
S09	I feel happy and more motivated when the teacher pays attention in class.
S10	I feel cared for and become more enthusiastic about learning if the teacher interacts with me.

RQ2/Q2	Have you ever felt treated differently by the teacher?
S01	No, I still feel cared for.
S02	No, the teacher still pays attention.
S03	Never, the teacher still pays attention to all students.
S04	Never.
S05	Never.
S06	Never felt neglected so far.

RQ2/Q2	Have you ever felt treated differently by the teacher?
S07	Yes, I have felt unnoticed.
S08	I feel like I get called on a lot, so I get noticed quite a bit. Sometimes I feel special, but also a bit overwhelmed.
S09	I feel that teachers pay attention to me quite often. I'm happy, but sometimes I get embarrassed.
S10	I feel that I am called by the teacher quite often, so I don't feel ignored. But sometimes I get nervous too.

RQ2/Q3	Do you feel all students are treated the same and have the same opportunities in class?
S01	Yes, I feel that all students get the same treatment from the teacher.
S02	Yes, the teacher gives equal opportunities to all students.
S03	Yes, all students have the same opportunity in my opinion.
S04	Yes, the teacher gives equal opportunities to all students.
S05	Yes, I feel that all students are treated equally.
S06	Yes, all students have the same opportunity.

RQ2/Q3	Do you feel all students are treated the same and have the same opportunities in class?
S07	Yes, all students have the same opportunity in my opinion.
S08	Yes, all students have the same treatment and opportunities.
S09	Yes, I feel that all students have the same opportunity.
S10	Yes, all students get the same opportunity.

RQ2/Q4	Do you think the teacher's attitude is influenced by students' gender, grades, or behavior in class?
S01	I think teachers are more strict when dealing with male students.
S02	Teachers seem to be more strict with boys, though.
S03	Male students seem to be reprimanded or told off more often.
S04	I noticed that teachers are more strict with male students.
S05	Teachers seem to be more strict with male students.
S06	It seems like the teacher is harder on the boys.

RQ2/Q4	Do you think the teacher's attitude is influenced by students' gender, grades, or behavior in class?
S07	Teachers tend to be more strict with male students.
S08	Teachers are more often strict with male students.
S09	It seems that teachers are more disciplined when dealing with male students.
S10	In my opinion, teachers are more strict with male students.

RQ2/Q5	How do you feel when your teacher gives feedback to you or your classmates?
S01	I feel appreciated if the teacher gives me comments.
S02	I'm happy because I feel cared for and guided.
S03	I like it when I get feedback from my teacher.
S04	I'm happy to be given feedback, so I know what to improve.
S05	I'm happy because it lets me know my shortcomings.
S06	If the teacher comments, I like to feel embarrassed.

RQ2/Q5	How do you feel when your teacher gives feedback to you or your classmates?
S07	I feel a bit embarrassed when the teacher makes comments.
S08	I get comments quite often. Sometimes it encourages me, but I also get embarrassed in front of my friends.
S09	I was often commented on directly by the teacher. It's a mixed feeling, between being happy to be noticed and embarrassed too.
S10	I feel that teachers often give direct feedback. Sometimes I'm happy, but also nervous, especially in front of the class.

RQ2/Q6	Have you ever felt ignored or specially treated by the teacher?
S01	No, I still feel cared for.
S02	No, the teacher still pays attention.
S03	Never, the teacher still pays attention to all students.
S04	Never.
S05	Never.
S06	Never felt neglected so far.
S07	Yes, I have felt unnoticed.

RQ2/Q6	Have you ever felt ignored or specially treated by the teacher?
S08	I feel that I am often called by the teacher, sometimes it makes me nervous too.
S09	I feel quite taken care of.
S10	I don't feel neglected, but sometimes I get nervous because I'm called often.

RQ2/Q7	How do you feel if you're treated differently by the teacher?
S01	I became excited because I wanted to prove that I was capable.
S02	I want to show that I can do it, that's what makes me excited.
S03	I want to show my ability, that's my passion.
S04	I want to show that I can do it, so I'm excited.
S05	I want to show my ability, that's what makes me excited.
S06	I sometimes get discouraged because I feel that the teacher is not really focused on me.
S07	I feel less motivated because I am not involved as much.
S08	I'm often called upon to answer questions or come forward. Sometimes it makes me excited,

RQ2/Q7	How do you feel if you're treated differently by the teacher?
	but it's also a bit of a burden because I often get attention.
S09	I am often pointed out by the teacher, so I feel cared for, but sometimes I feel pressured too.
S10	I get called out by teachers quite often, which makes me feel cared for, but also makes me uncomfortable.

Appendix 5: Documentation of the Observation









Appendix 6: Student Interview Activities through Focus Group Discussion (FGD)



CURRICULUM VITAE

I. Personal Data

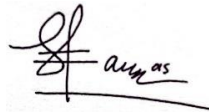
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II. Education Background

1. TK Cordova Depok
2. SD Al-Fath BSD
3. SMPN 8 Tangerang Selatan
4. SMAN 1 Parung
5. Universitas Islam Negeri Walisongo Semarang

Semarang, June 12, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Safanna', with a horizontal line drawn underneath.

Safanna Azzahra Safidi

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