Dialogical Interaction in Indonesian Language Learning: An Ethnographic Study of Teacher Strategies and Student Engagement in a Junior High School in Lumajang

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Abstract

Keywords:
Teacher-student interaction;
Indonesian language learning;
Teaching strategies;
Classroom ethnograph;
Student engagement.

There has been research on learning interaction, there is still a gap in understanding how communication patterns, pedagogical strategies, and student responses in Indonesian language learning. Based on this, this study aims to analyze interaction patterns, teacher strategies in managing interactions, and student responses to methods in learning. This research used a classroom ethnography approach. Data were collected through participatory observation, in-depth interviews, and document analysis at three state junior high schools (SMPN) in Lumajang. This research ensures data validity through triangulation of techniques and sources. This research analyzes data interactively with the stages of data reduction, data presentation, and conclusion making. The research findings show that there are four categories of interaction patterns in Indonesian language learning, namely task-oriented interaction, discussion-based interaction, evaluation-based interaction, and post-evaluation reflective interaction. Teachers' pedagogical strategies-such as building emotional closeness, utilizing learning technology, and applying differentiation and scaffolding-are proven to be able to increase students' involvement in the learning process. In addition, students showed positive responses to interactive activities, peer evaluation and learning reflection. The findings of this study confirm the importance of developing teachers' pedagogical competence and innovating learning strategies to create a more interactive, participatory and inclusive learning environment in the context of Indonesian language learning in junior secondary schools.

Abstrak:

Kata Kunci:
Interaksi guru-siswa;
Pembelajaran bahasa Indonesia;
Strategi pengajaran;
Etnografi kelas;
Keterlibatan siswa.

Telah dilakukan penelitian tentang interaksi belajar tetapi masih terdapat kesenjangan dalam pemahaman mengenai pola komunikasi, strategi pedagogis, dan respons siswa dalam pembelajaran bahasa Indonesia. Berdasarkan hal ini, penelitian ini bertujuan untuk menganalisis pola interaksi, strategi guru dalam mengelola interaksi, dan respons siswa terhadap metode pembelajaran. Penelitian ini menggunakan pendekatan etnografi kelas. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen di tiga sekolah menengah pertama negeri (SMPN) di Lumajang. Penelitian ini memastikan validitas data melalui triangulasi teknik dan sumber. Penelitian ini menganalisis data secara interaktif melalui tahap-tahap pengurangan data, penyajian data, dan pengambilan kesimpulan. Temuan penelitian menunjukkan bahwa terdapat empat kategori pola interaksi dalam

classes (Alexander, 2008a). Howe and Abedin (2013), who conducted a systematic review of this topic, also pressed for the use of more egalitarian dialogue spaces in lectures, such as group discussion, elaboration of each other's opinions among students, and rehearsal of question-and-answer sessions that would spark students' critical thinking.

In this era, it is evident that digital media has been widely used to sustain academic activities, such as educational mobile applications and online platforms, which not only help students better utilize their study time but also expand teachers' cups to create trend-setting and mutually communicative learning strategies. Many educational studies also believe that the use of digital media in teaching sessions is favorable for further developing students' learning spirit and proactive behavior. Prasetya (2025) recently wrote a meta-analysis that hinted that flipped learning practice in the classroom is currently believed to be a method that can improve students' interest I'm being more engaged (d = 0.56), and also get more recognition in their examination scores, rather than students who learned with traditional teaching lectures (d=0.35). His analysis supports researchers in delving further into how digital media and an advanced mutual learning strategy could better fulfil the demands of the current digital education era.

His analysis also has a deeper discussion on how students could adapt and at the same time elevate their learning interest in regard to the teachers' methods in managing interaction within the classroom, because these methods are highly associated with students' excitement and commitment in going through the full length of the learning process. A study on learning interaction strategies suggests that supporting students in expressing ideas, transforming opinions, and clarifying understanding of materials could heighten their communication and interest levels throughout the lecture (Peng, 2020).

However, most previous studies tend to focus on classroom management in general (Marzano et al., 2003), without examining in depth how specific interactions unfold in Indonesian language learning. Therefore, this study not only contributes to the expansion of theoretical understanding of teacher-student interaction in language learning but also provides practical suggestions to help educators strengthen more interactive and effective learning strategies.

Previous studies are relevant to teacher-student interaction in Indonesian language learning at the junior high school level. Damayanti et al.'s research (2023) reveals that in learning discussion texts, locutionary, illocutionary, and perlocutionary language actions appear variably in classroom interactions, with illocutionary language actions dominating, indicating the teacher's directive function towards students. Another study by Rimadona

et al. (2025) reveals that perlocution is the dominant type of speech act in Indonesian language learning at SMP Negeri 5 Bengkulu Tengah, which affects students' affective responses. Meanwhile, Ramadhani et al. (2024) found that social relations and situational context influenced the use of various language varieties by teachers and students, including formal, informal, and consultative language, when discussing procedural texts. Regarding language politeness, Alfiatunnur et al. (2024) argued that politeness maxims, such as wisdom, agreement, and sympathy, are often observed in classroom interactions by teachers and students, although there are instances of violations in direct imperative speech.

While previous research has examined teacher-student interactions, significant gaps in research remain. First, the structure of teacher-student conversations, including turn-taking, open-ended question forms, nonverbal responses (backchannels), and interactive follow-up, has not been systematically studied in the context of Indonesian language learning. Research by Ramadhani et al. (2024) and Rimadona et al. (2025) indicates that teachers tend to use directive language more often. However, there has been no in-depth research on dialogic strategies that encourage student participation.

Second, teachers' pedagogical strategies that are interactional in nature, such as humor, reflection, and technology, have not been comprehensively analyzed within a classroom ethnography framework that accounts for the social and cultural context of academic learning. In fact, recent research (Redecker, 2017; Zhou & Lee, 2025) shows that humor and digital learning technologies can increase student engagement and enrich collaborative learning experiences.

Third, previous studies have not explained the relationship between teacher-student interaction patterns and student engagement in an integrated manner, especially in the context of dialogue-based participatory learning. Studies by Fredricks et al. (2004) and Pianta et al. (2012) confirm that students' cognitive, emotional, and behavioral engagement is highly dependent on the reflective interaction patterns that teachers manage. However, few studies have employed the classroom ethnography approach to examine the link between these variables empirically in Indonesia.

Thus, the novelty of this study lies in its application of interaction-based classroom ethnographic analysis, which simultaneously examines three main aspects: (1) the structure of teacher-student conversations in the natural context of Indonesian language learning; (2) teachers' pedagogical strategies that are humorous, reflective, and technology-based; and (3) the direct relationship between interaction patterns and students' level of learning engagement. Previous studies have not fully integrated this

approach, so researchers hope this study will contribute, both theoretically and practically, to the development of sociocultural-pragmatic-based learning interaction studies and Indonesian language pedagogical innovation in the digital age.

Based on the background description above, this research focuses on three things. First, the pattern of interaction between teachers and students in Indonesian language learning in the classroom. Second, the strategies teachers use in managing interactions with students during the learning process. Third, student feedback on the learning procedures developed by teachers in Indonesian language classes. The researchers foresee that this examination will result in a comprehensive study that will hopefully promote better learning strategies not only for teachers but also for other researchers and officials in the educational industry. This study is conducted with the hope of supporting innovative developments in Indonesian language learning that will attract committed learners and, simultaneously, foster thoughtful understanding of these topics.

METHODS

To better understand the relationship between teacher and student in Indonesian language learning, a direct examination is needed. As such, current research on this topic by Hammersley and Atkinson (2019) uses a classroom ethnographic approach to aim for deeper observation of the background connections that appear in day-to-day communication within learning activities. Another study by Creswell and Creswell (2023) presents that, by utilising a descriptive qualitative research method, the researcher conducted semi-structured interviews, data analysis, and participant observation to gather necessary data. This kind of approach provides better analysis of learning interaction management, the lecture styles they rely on, and students' feedback on the teachers' methods.

This research selected three local dependent junior high schools in East Java based on their credibility in Indonesian language classes and on the different interaction styles of their teaching methods. The final selections are SMPN 1 Lumajang, SMPN 5 Lumajang, and SMPN 1 Pronojiwo. For the participants, this research included one teacher and several 8th-grade students from each school. Specifically, Teacher 1 from School A, Teacher 2 from School B, and Teacher 3 from School C, who have all been teaching Indonesian to eighth-grade students. And also, the eighth-grade students who participate in Indonesian language lessons during November 2024.

The data from the examination on the interaction between teachers and students in Indonesian language classes are stored safely as recordings. The first data was collected

through consented observation. In this step, the researcher played the role of a passive bystander to examine the interactions that occurred throughout the learning process and the students' feedback on the teaching method applied (Spradley, 1980). Then, to explore students' and teachers' views and emotional journeys within the learning process, the second data set was collected through semi-structured interviews with selected teachers and students (Kvale, 2009). For the third data, the researcher analysed footage of the entire learning strategy and process to improve on the first two data that have been gathered (Bowen, 2009).

This study examines the collected data using thematic analysis from the renowned Braun and Clarke's (2006) approach. The process begins with a thorough understanding of the data and then categorises the teaching style into three groups: communication styles, learning strategies, and student feedback. To conclude, the researcher reviewed and compared current research findings with previous studies on the same topic and finally formulated conclusions that align with the conceptual framework. This final step is necessary to gather insights to develop many more productive learning strategies, both for teachers and students.

Denzin and Lincoln (2005) pressed on the importance of source triangulation to ensure the authenticity of research data. A data management method which can differentiate data from interviews, observations, and other additional documents. All participant's data safety in this research is preserved with informed consent before the observation takes place, this is to monitor ethical issues within research methods that are applied in this study and to keep the confidentiality of each participant. Maintaining transparency in analytical and data-collection procedures is also important to ensure this research is both authentic and reliable.

FINDINGS AND DISCUSSION

Dynamics of Teacher–Student Interactions in Indonesian Language Learning

Teacher-student interactions in Indonesian language learning at the junior high school level show great diversity. Each interaction reflects the teacher's strategy to increase student participation and build an active learning environment. This study divides these interactions into four main categories, namely task-focused interactions, discussion and evaluation-based interactions, and reflective interactions after evaluation.

Task-Oriented Interaction

At the outset of the lesson, the teacher provides explicit directions and guides students through the steps to accomplish the task in an organised manner. This approach

demonstrates a task-focused interaction style in which teachers act as guides to help students fully reach their learning goals.

Structured Guidance from the Beginning. Teachers spark students' critical thinking through questions that prompt thorough analysis and sound reasoning. This approach draws students deeper into classroom tasks and readies them for upcoming learning phases.

Teacher 1 : "Ok, we're going to continue our Indonesian lesson this morning, specifically about a text. One of the Indonesian texts. Can anyone guess what we want to learn?"
Student : "Description text."
Teacher 1 : "Oh, yes! Already seen, huh? Today, we're going to learn about descriptive text. Actually, you already learned this in middle school. Do you still remember?"

The above speech shows that the teacher is asking about what will be learned. After that, the teacher gives an overview of what will be learned: descriptive text. This speech is delivered at the beginning of the lesson, which shows that the teacher provides an overview/direction for what the students will learn from the start.

Establish Class Rules Before the Lesson Begins. As a key element of classroom management, teachers lay down rules early in lessons to enforce discipline and foster a positive learning atmosphere.

Teacher 1 : (back to explaining in front of the students) "Well, next. Before we move on to learning, we will first draft a class agreement. So, later we will arrange a class agreement so that we can both implement it in this learning. Now, does anyone want to suggest what can and cannot be done?"
Student : "........." (still no student has proposed a class rule agreement)
Student : "Proposal."
Teacher 1 : "Yes"
Teacher 1 : "Is it okay to use gadgets or cellphones in class?"
Student : "Yes."
Teacher 1 : "Ok, it's okay to use a cell phone, yes. Then, is it okay to drink in class?"

The utterance above shows that the teacher is inviting students to discuss the rules that will be set in class. The teacher does this at the beginning of the lesson. This shows that the rules are formulated from the start with a mechanism that involves student participation.

Direct the Group to Analyze the Text. Teachers take charge by organizing tasks with straightforward directions. Students then know their assignments and how to finish them in teams.

Teacher 1 : "Alright, pay attention to the front first. Our next activity is to analyse the description text you have received. So each group has a different text?"
Student : "Different."

The utterance above shows the teacher giving students directions for text analysis activities. This shows the teacher's role in the scaffolding mechanism.

Provision of Explicit Instructions for Individual and Group Tasks. Teachers issue precise guidance on task steps. They offer progressive support so students can learn independently.

Teacher 3 : "Please be literate. Everyone must read. Read the text. After reading, you have a group discussion to find what? Find answers about the information on the content of the advertisement on the sheet."
Teacher 3 : "Can you do it? How many minutes?"

The speech above shows the teacher giving instructions to groups and individuals about the activities to be carried out. This is done so that students do not get lost in the process or steps of activities, and in the results/goals.

Setting Time Limits for Completing Tasks. Efficient time management lets teachers keep lessons on track. This keeps students attentive and reduces unproductive moments.

Teacher 1 : "I only give you 5 minutes to find the material. To find the material! Then, after 5 minutes, please focus on the analysis work."
Teacher 1 : "The time to find the material is only 5 minutes. After that, put the cellphone down. Then, focus on the analysis work."

Teacher 3 : "Can you do it? How many minutes?"
Student   : "30 minutes, ma'am."
Teacher 3 : "30 minutes is enough?"
Student   : "Enough, ma'am."

The utterance above shows that the teacher not only manages learning activities and directions, but also manages students' learning time. This is done so that learning time is used efficiently. By letting students decide how long to complete tasks, teachers teach time management and instil responsibility for their work.

Task-oriented learning interactions play an important role in shaping students' discipline and responsibility for their work, according to Hoy (2010). This can be seen in the step-by-step guidance provided by teachers before students work independently, in accordance with the principle of scaffolding learning as outlined by Vygotsky and Cole (1978). Explicit directions and deadlines stand out as the main ways to hold students' attention and focus on studies, as Slavin (1983) notes. Teachers also set classroom rules as a foundation for common behaviour and expectations, thereby building a supportive learning space, according to Marzano et al. (2003). With organised learning setups, students grasp instructions better and gradually increase their role in completing tasks through clear, direct guidance from teachers.

Discussion-Based Interaction

Discussion-based interactions occur as teachers urge students to take part in classroom and group conversations, letting them flesh out ideas and exchange opinions on subjects.

Relevance of Learning Materials to Students' Daily Experiences. This helps students understand content in a hands-on way since the ideas connect to daily situations they know well. For example, during advertising lessons, teachers use familiar illustrations to make things easier to grasp. This aligns with contextual learning ideas, as outlined by Johnson (2002), which emphasise tying material to real life for more useful education.

Teacher 3 : "When you play tiktok, there must be advertisements, what is advertised or
                     not?"
Student   : "There is"
Teacher 3 : "What does the advertisement include?"
Student   : "Electronic."

The speech above shows that the teacher is connecting the social media that students usually access, namely tiktok. The media is connected to the material being studied, namely, advertising text. This shows that the teacher is trying to connect the learning material to students' daily lives.

Use of Open-Ended Questions to Stimulate Critical Thinking. Teachers work to build students' critical thinking by letting them compare and analyze different ideas.

One of the
Students   : "Which of the print media advertisements and electronic media advertisements
              do your group find interesting? And also what information can you get from the
              advertisement? That's it." (at their seat)
Group 1   : "We think that electronic media advertisements are interesting because there
              are many pictures, so it makes someone more interested in reading it, and the
              explanation is simpler." (Group 1 is in front of the class, presenting and
              answering other groups' questions)
Teacher 2 : "Okay, before we close. So, what Student X asked, 'which is more interesting
              than print media and electronic media', if the media chosen earlier means
              electronic media." (group 1 is in front of the class, presenting and answering
              the other groups' questions).

The utterance above shows the teacher asking students questions. The teacher's question is open, prompting students' reactions. This type of question is very suitable for attracting student participation because it offers multidimensional answers, so students are not afraid to give answers that may be considered wrong.

This discussion-based interaction pattern shows that teachers use a range of strategies to engage students, from sharing relevant personal experiences to question-and-answer sessions and group work, in line with the contextual learning approach that places students at the centre of the learning process (Johnson, 2002). Through open-ended questions, teachers encourage students to think critically and participate actively

in the learning process (Alexander, 2008b). Group talks also let students share ideas and build shared understanding, in line with cooperative learning principles (Slavin, 1983).

Evaluation-Based Interaction

Evaluation-focused interactions occur when students check their own knowledge and give input on classmates' work. This encourages thinking back on lessons and helps sharpen critical thinking.

The Teacher Instructs Students to Evaluate Their Own Work and Their Classmates'. In this practice, teachers introduce peer review, in which students examine other groups' outputs. This pulls students into reviews in a subtle way and sharpens their reflective skills.

> Teacher 1 : "Ok, your work, please put it on the table that I have numbered according to your number - the number of your respective groups. After that, each group's task is to comment on their friend's group. There are already 5 notes eh 6 papers that have been provided. Each of you will comment on 6 groups of friends. Do you have any questions?"
> Student   : "No."
> Teacher 1 : "Understood?"
> Student   : "Already."

The utterance above shows that the teacher is giving instructions to the students. The teacher instructs students to evaluate the performance of other groups, or peer assessment.

Students Provide Feedback to Their Peers Using Sticky Notes. During peer reviews, students expressed enthusiasm, with several chiming in on the talks. This highlights the strong role of peer assessment in increasing participation.

> Student   : "Mom, this is one group, right?"
> Teacher 1 : "Yes, one group. So, for example, group 1 assesses group 2, 3, 4, 5, 6. Well, one by one. Don't judge your own group! Don't judge your own group!"
> Student   : "Oh, the analysis is complete!"
> Teacher 1 : "Yo! Switch. Change to another group if you have. Put the sticky note on the assessment."
> Student   : "It's okay."
> Student   : "It's the writing."
> Student   : "Eh, it's slanted."
> Student   : "How?"

Not only did the teacher give students directions on conducting peer assessment, but also provided instructions on the procedure. In this case, students are asked to conduct a peer assessment by utilizing sticky notes.

The above speech shows that the teacher is asking some groups about their participation. This is done so that all students can participate fairly. Teachers have students evaluate their own and their peers' work during the review stage. This builds personal reflection and encourages helpful feedback according to Black and Wiliam

(1998). Student-driven reviews also raise learners' sense of responsibility in education and create a welcoming, group-focused classroom, according to Sadler (1989).

Interaction in Reflection After Evaluation

The time given to students to reflect on their grasp and feelings during learning lets teachers see how much they enjoy it or how weighed down they feel.

Collective Learning Summarization. Teachers help students summarise what they've learned by stressing links to personal stories, making understanding stronger.

Teacher 2 : "If we summarize together, what did we learn this afternoon? Can anyone say? What learning did we get today?" (at the front, moving her hands as needed to support the speech explanation)
Teacher 2 : "Can you tell? What?"
Student   : "The rules of language."

The utterance above shows that the teacher is asking the students. The teacher asks open-ended questions about what has been learned. This is done so that students can collectively conclude their learning with the teacher's questions.

Collective Learning Reflection. Teachers provide students with opportunities to evaluate their learning experiences, and students are encouraged to share their feelings after engaging in the learning process.

Teacher 3 : "How was today's lesson?"
Student   : "Good and fun."
Teacher 3 : "Was it boring or not?"
Student   : "No."

In addition to summarising the learning, the teacher also reflects on it collectively. This is done by using an open question sentence, followed by a closed question sentence. The closed-question sentence serves to limit the response so that it stays in context.

In this lesson, assessment based on interaction shows that the role of the teacher is not only as an assessor, but also as a mentor who encourages students to assess their own work and that of their classmates. Peer review has proven to be a good way to deepen students' understanding of the material. Guided reflection lets individuals and groups go over and wrap up their learning. This supports better thinking about thinking by prompting a review of learning steps, as outlined by Zimmerman (2002). Shared reflection also opens the classroom, allowing for the exchange of insights and experiences, as noted by Brookfield and Preskill (2012).

Teacher Strategies in Guiding Classroom Interaction
Fostering Emotional Bonds Between Teacher and Students

Through positive vibes from jokes and candid chats, educators craft a setting that motivates eager student involvement in learning.

Starting Learning by Establishing Rapport and Warm Interaction. Lesson starts, see teachers build comfort by asking about students' welfare to encourage a welcoming class feel.

Teacher 1 : "How is she today?"
Teacher 1 : "Good!"
Teacher 1 : "Is anyone sick?"
Teacher 1 : "None."

The utterance above shows that the teacher is asking about the students' news and condition before the learning begins. This is done so that learning does not only take a formal approach, but also a personal and emotional one. This makes the interaction more relaxed and warm.

Use Humor to Create a More Relaxed Classroom Atmosphere. Jokes ease tension and boost comfort in class. This light mood deepens bonds between teachers and students, promoting participation and involvement.

Teacher 1 : "That's it. I have some envelopes here. What does it contain?"
Student : "500 thousand. (while laughing)"

The utterance above shows that the teacher is giving envelopes to students, who then get a joking response. This indicates that the teacher also uses humour and jokes in the classroom to make students feel comfortable.

Students' Reflection on Emotions Post-Learning Activity. Teachers open the door for students to share their thoughts on learning processes and activities, reducing monotony.

Teacher 1 : "How do you feel after doing some of these activities, tired?"
Student : "Just normal!"
Student : "Tired."
Teacher 1 : "Be patient. It will be,"
Student : "rest soon."

In addition to joking with students, the teacher also asks about students' emotional conditions when the lesson is almost over. This shows that the teacher also cares about students' emotional conditions. Students respond honestly to this concern, which shows that they are comfortable with the teacher and the learning approach.

Close relationships between teachers and students lie at the heart of a comfortable classroom. Beginning lessons with friendly chats, such as asking about students' days, matches what Pianta and colleagues (2012) say about teacher-student bonds in making class feel easy. Humor reduces tension and increases enthusiasm for active learning, according to Zhou and Lee (2025). Giving space for reflection after tasks allows students

to speak up and build stronger connections to the learning process, as Brookfield (2017) explains.

Use of Technology and Learning Media

Teachers employ tech to boost learning liveliness, capturing students' interest. Digital apps and QR codes provide flexible access to tasks.

Using the Wordwall Application to Activate Students' Understanding of Material. Teachers harness tech for more captivating experiences. Tools like Wordwall enhance engagement and make resources more accessible and fun.

Teacher 1 : "Well. In our initial activity. Later, I will invite you to play a little game to recall the descriptive text material you used in junior high school. Later, please determine the correct and incorrect descriptive text or descriptive text characteristics by scanning the provided quick response code. Everyone, bring your devices!"
Student : "Yes."
Student : "Wordwall."
Teacher 1 : "Yes, Wordwall. Can you do it?"
Student : "Yes."

The utterance above shows that the teacher invites students to use technology in learning. This can provide variety, preventing students from becoming bored during learning. The technology used is Wordwall.

Quick Flexible Material Access via QR Codes for Text Analysis. Teachers rely on tech for faster, more adaptable material that aids self-directed study.

Teacher 1 : "... For the text, for the text, you can scan this quick response code. Then, if you have found it, you have the appropriate text; please come forward and take it. Yes! Here! Already, please scan it. Then, take this text and adjust it."
Students : (Busy scanning the QR Code.)

Besides using Wordwall, the teacher also invites students to use QR codes. This variety of technology is expected not only to provide variety so students are not bored, but also to enhance students' learning convenience.

Provide Digital Learning Resources to Support Self-Directed Learning. Teachers weave tech into lessons to support digital resource-driven learning.

Teacher 3 : "Well, before tomorrow we meet in the second lesson, Teacher 3 will provide a YouTube link in the form of an advertisement so you can study at home, listening to what the advertisement is, then you can execute what it contains. What are the steps, ma'am? Same. The steps are the same as the ad text you read. Meanwhile, what do you do with the advertisements you hear? Listening and listening. What sentences are in the advertisement? That's it. Do you understand everything?"
Student : "Understood."

In addition to using Wordwall and QR codes, the teacher also invites students to study material sourced from YouTube. This shows the variety of technologies used to

illustrate to students that technology can be a tool, media, and learning resource that is easily accessible.

Digital tools such as interactive quizzes have shown gains in participation through immediate comprehension feedback, as Wang (2015) reports. Apps like Wordwall, for instance, spark curiosity and deliver more engaging experiences. Furthermore, QR code-based material access simplifies independent learning, aligning with digital resource-based education concepts (Redecker, 2017). With available digital learning resources, students can explore the material at their own pace (Kay & LeSage, 2009). Therefore, technology innovation is an important part of making the learning process interactive and increasing student motivation.

Reinforcement of Classroom Rules and Discipline

To create a conducive learning environment, teachers set classroom rules so that students feel responsible for their learning.

Develop the Participatory Class Agreement. So that students feel responsible for the rules, teachers do not make their own rules; instead, they invite students to discuss and determine the rules together.

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Teacher 1 : (back to explaining in front of the students) "Well, next. Before we move on to
            learning, we will first draft a class agreement. So, later we will draw up a class
            agreement to implement together in this learning. Now, does anyone want to
            suggest what can and cannot be done?"
Student    : "........." (still no student has proposed a class rule agreement)
Student    : "Proposal."
Teacher 1 : "Yes"
Teacher 1 : "Is it okay to use gadgets or cellphones in class?"
Student    : "Yes."
Teacher 1 : "Ok, you can use a cellphone, yes. Then, is it okay to drink in class?"
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The above speech data shows that the teacher is inviting students to participate in learning. The teacher invites students to participate in determining the rules or agreements that can and cannot be done in learning. This is done by the teacher using a question sentence.

Teachers take charge in managing student involvement during reviews and after by keeping processes smooth and rule-based. This fits classroom management that focuses on clear, steady structures, according to Emmer and Evertson (2013). Adding group rules also builds students' responsibility for their learning according to Marzano et al. (2003).

Differentiation and Scaffolding Approach

Students who struggle receive one-on-one help from teachers, with the process tailored to their skills.

The Teacher Provides Additional Directions to Students Having Difficulty. To help students who had difficulty understanding the lesson, teachers provided additional support through scaffolding strategies, improving their understanding of the material.

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Student     : "Mom! Mom. What are the characteristics? There's no such thing."
Teacher 1 : (going over to him and explaining the example)
Student     : "Oalah, this."
Student     : "Oalah."
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The speech data above shows that the teacher is giving individual directions. This is done based on students' responses in learning. Thus, the teacher pays attention to each student's needs and learning difficulties.

The Teacher Actively Circulates to Ensure Each Group Understands the Task. To make sure all students understand the lessons equally, teachers give extra attention to groups or individuals who need it through differentiation strategies.

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Teacher 1 : "If anyone is still confused, you can ask."
Student     : "Mom!"
Teacher 1 : "Yes?" (Approaching her)
Student     : "Circled or?"
Teacher 1 : "Circled can be underlined."
Teacher 1 : (Approaching the group at the front) "Which group are you?"
Teacher 1 : (Explaining to the group that asked earlier)
Student     : "Thank you, ma'am."
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Not only does the teacher give directions or explanations individually, but also in groups. This was done because some students asked questions. This is done to ensure that all students, both in groups and individually, understand and can carry out the learning smoothly.

Teachers' active participation in monitoring and giving direct support to groups that need help strengthens the scaffolding-based learning process (Wood et al., 1976). In line with the theories of the zone of proximal development from Vygotsky & Cole (1978), teachers also provide additional guidance to students who are having difficulties so that they can progress step by step. Through this differentiated and scaffolding model, students' individual learning needs can be facilitated so that every student has the same opportunity to understand the material.

Student Response to Teacher's Methods and Approaches

Student participation in learning activities and discussions, as well as their responses to evaluation and reflection activities, show how they understand and respond to the teacher's teaching methods.

Student Engagement in Learning Activities

The level of student participation in learning can describe their interest and motivation. Students who actively participate tend to respond well to the teacher's learning methods.

Using technology in interactive activities makes students more enthusiastic. The Wordwall application has been proven to attract students' interest during the learning process. This reveals that tech integration boosts the appeal of learning.

Teacher 1 : "Well. In our initial activity. Later, I will invite you to play a little game to recall the descriptive text material you used in junior high school. Later, please determine the correct and incorrect descriptive text or descriptive text characteristics by scanning the provided quick response code. Everyone, bring your devices!"
Student : "Yes."
Student : "Wordwall."
Teacher 1 : "Yes, Wordwall. Can you do it?"
Student : "Yes."

The above speech data shows that students show enthusiasm for the technology the teacher uses. In this case, students respond enthusiastically to Wordwall.

Students show excitement in team tasks and favor collaborative methods. Preferences vary, yet most thrive in groups. This confirms that team strategies effectively lift involvement.

Teacher 1 : ".... Today, we will learn in groups. Do you prefer to work in groups or alone?"
Student : "Alone."
Teacher 1 : "Some are in groups, some are alone. It seems like there are more groups. Oh, it's a table. So it's a group, right?"
Student : "Yes."

The tutoring data above shows variations in students' responses regarding the learning model to be implemented. Some students choose to learn individually, while others prefer to learn in groups. This emerged as a response to the teacher's choice.

Students show strong enthusiasm for hands-on tech-based tasks. Tools such as Wordwall and QR codes have boosted their energy in Indonesian language lessons. This aligns with the idea of active learning, which puts students at the heart of the process, as Bonwell and Eison (1991) explain. Team-based methods, such as group discussions, also drive involvement. Slavin (1983) points out that working together in collaborative settings develops social skills and deepens comprehension through the exchange of ideas. Doing physical exercises before class helps sharpen attention and reduce dullness. These practices support embodied learning, which highlights how movement aids mental processes (Shapiro, 2019).

Student Activity in Discussion

How involved students get in class discussions often shows how well they grasp the material and how they react to the teacher's methods.

Students engage more in group chats when teachers connect subjects to personal tales. Experience-rooted content entices discussion. This aids contextually relevant idea grasp.

Teacher 1 : "Today, we will talk about descriptive text about the natural beauty of Indonesia. In particular, the children will analyze a characteristic of the description text. So, later you will be able to analyze the characteristics of the description text. But, before that, I want to ask you first. Yesterday, you guys were on vacation a few weeks ago, right? Did anyone go on vacation to tourist attractions in the Yogyakarta area?"
Student : "Yes, hihi."
Teacher 1 : "There is! Bantul area. Bantul has many new tours. Do you have any?"
Student : "Tayo Park."

The above speech data shows that the students responded enthusiastically to the teacher's question. The teacher asked about the experience of vacationing in Yogyakarta. This indicates that students are enthusiastic about contextualised learning, or learning based on their life experiences.

Students eagerly tackled descriptive text features, though some sought teacher aid in their responses. This indicates quick reactions in some, but extra help is needed with critical thinking.

Teacher 1 : "Description. That's right. So what are the benefits of learning descriptive text in our lives?"
Student : "Learning to..."
Teacher 1 : "Learning?"
Student : "Learning to analyze."
Teacher 1 : "Learn to analyze? What else?"
Student : "Adding ....."
Teacher 1 : "Add to what?"
Student : "Increasing knowledge."

The data above show students' concern in responding to every question the teacher asked. Students respond to questions that guide them to reflect on the benefits of learning descriptive text.

Students plunge further into chats when teachers tie content to personal tales, serving as gateways to fresh ideas, as Johnson (2002) states. Some still require teacher aid for open view sharing. This underscores educators' role as helpers in forming chats that build speaking trust, per Mercer and Howe (2012).

Response to Evaluation and Feedback

Learning assessments gauge comprehension and enable peer checks. Peer reviews boost involvement despite occasional lighthearted interruptions.

Teacher 1 : "Yes, one group at a time. So, for example, group 1 assesses group 2, 3, 4, 5, 6. Well, one by one. Don't judge your own group! Don't judge your own

group!"
Student   : "Oh, the analysis is complete!"

The speech data above show that students respond to the teacher's instructions on the mechanisms of peer assessment, peer feedback, or peer review.

Peer reviews elicit positive student reactions, enhancing involvement and self-review skills, as Black and Wiliam (1998) note. Useful feedback helps spot strengths and flaws, supporting gradual learning per Sadler (1989).

Reflection after lessons builds stronger comprehension. A few students go back over the material, demonstrating a solid grasp of it. Brookfield (2017) explains that group reflection allows students to confirm what they know by looking through classmates' perspectives. Different responses point to varied learning approaches that teachers need to handle as Kolb (2015) recommends. Opinions from students about Indonesian language instruction show that combining technology-based group learning, step-by-step evaluations, and shared reflection boosts participation. This demonstrates how back-and-forth conversations foster innovative learning environments and sharpen critical thinking skills, according to Alexander (2008a).

CONCLUSIONS

This study found that the connection between teachers and students in Indonesian language classes at a local independent junior high school is characterised by similar styles tied to the teacher. These styles represent the hidden foundation of mutual communication and the learning methods that have been continuously used in day-to-day teaching routines, as well as those needed to motivate students' interest and learning spirit. The interaction strategy, which is filled with assessments, discussions, and nonmutual communication, clearly requires an evaluation. Overall, these learning styles played a significant role in creating a healthy, mutual, and thoughtful learning process for both the teacher and the students.

In our analysis, we also found that the strategies used by teachers are the main contributors to keeping classroom interactions meaningful. These learning methods include building emotional closeness with students, integrating digital media into teaching activities, strengthening students' disciplinary knowledge through consistent trial and error, and fully utilising the uniqueness of a variety of learning strategies. These methods have been empirically proven to balance students' excitement and interest throughout the learning process.

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