

REFERENCES

- Adaba, H. W. (2017). Exploring the practice of teacher-student classroom interaction in ELF to develop the learners' speaking skill in Ullu Sangota primary school grade eight students in focus. *Ethiopia: Ambo University*.
- Aisyah, N. (2016). An analysis of teachers' talk in an EFL classroom. *Journal of English and Education 2016*, 4(2), 63–79.
- Albalushi, K. (2016). The use of online semi-structured interviews in interpretative research. *International Journal of Science and Research*, 79 (57), 726-732. https://www.ijsr.net/get_abstract.php?paper.
- Astrid, A., Amrina, R. D., Desvitasari, D., Fitriani, U., & Shahab, A. (2019). The power of questioning: teacher's questioning strategies in the EFL classrooms. *Indonesian Research Journal in Education |IRJE|*, 3(1), 91–106. <https://doi.org/10.22437/irje.v3i1.6601>
- Baehrens, D., Schroeter, T., Harmeling, S., Kawanabe, M., Hansen, K., & M'uller, K. R. (2010). How to explain individual classification decisions. *Journal of Machine Learning Research 11* (2010) 1803-1831.
- Bashir, M. M. A., Kabir, M. R. & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education, *Journal of Education and Practice*, Vol.7, No.16, 2016, Pp. 38-41.
- Bentley, K. (2007) STT: Student talking time. How can teachers develop learners' communication skills in a secondary school CLIL programme? *Norwich Institute of Language Education (NILE) 2007*, 129-139.
- Brown, H. D. (2000). *Principles of language learning and teaching*. USA: San Francisco State University.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Addison Wesley Longman, Inc.
- Cohen, L., Lawrence , M., & Marrison, K. (2007). *Research methods in education*. New York: Routledge.
- Cook, V. (2000). *Second language learning and language teaching* (2nd Edition). Beijing: Foreign Language Teaching and Research Press.
- Creswell, J. W. (2008). *Research Design: Qualitative, quantitative and mixed methods approaches* (3rd ed). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research*. New York : Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed). Thousand Oaks, CA: Sage Publications.

- Easwaramoorthy, M., & Zarinpoush, F. (2006). Interviewing for research. *Avanue University: Imagine Canada*.
- Fisher, D., & Frey, N. (2007). Checking for understanding: Formative assessments for your classroom. *Alexandria, VA: ASCD*.
- Franzese, R. (2002). *Reading and Writing in Kindergarten: A Practical Guide*. New York: Scholastic Professional Books.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204, 29 - 295. <https://doi.org/10.1038/bdj.2008.192>
- Gower, J., Phillips, D., & Walter, S. (1995). *Teaching practice handbook* (New Edition). Oxford: Macmillan Heinemann.
- Hamouda, A. (2011). A study of students and teacher's preferences and attitudes towards correction of classroom written errors in Saudia ELF context. *Saudi Arabia: Qassim University*.
- Harmer, J. (2007). *The practice of english language teaching*. Fourth edition. Britain: Pearson Longman.
- Hasanah, H. (2016). Teknik-Teknik Observasi. *Jurnal at-Taqaddun*, 8(1), 21-46. <https://journal.walisongo.ac.id/index.php/attaqaddum/article/view/1163>.
- Heale, R., & Forbes, D. (2017). Understanding triangulation in research. *10(1136)*, 98. <https://www.researchgate.net/publication/255952608>.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hitotuzi, N. (2005). Teacher talking time in the ELF classroom. *Profile: Issue in Teacher's Propessional Developmemt* 6, pp. 97-106.
- Hyland, Ken. (2004). *Genre and second language writing*. USA: The University of Michigan Press.
- Huitt, W. (2003). Classroom instruction. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date], from <http://www.edpsycinteractive.org/topics/instruct/instruct.html>.
- Irmayani, & Sofeny, D. (2017). Student perception towards teacher talk in English classrooms. *Publish on Seminar Nasional Sistem Informasi*. Malang: UNMER.
- Iswan, B. (2015). Students' perception toward teacher's talk in English teaching-learning process. *Bengkulu: State Institute for Islamic Studies (IAIN)*. <http://iainbengkulu.ac.id/>.
- Kawulich, B. (2012). Collecting data through observation. 1-22. <https://www.researchgate.net/publication/257944783>.
- Krashen, S., & Mason, B. (2019). Hypothesis: A class supplying rich comprehensible input is more effective and efficient than "Immersion." IBU

- Journal of Educational Research and Practice*, 7, 83-89.
<https://tinyurl.com/y4zdwmmz>.
- MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. In C. Maurice, G. Green, & R. M. Foxx (Eds.), *Making a difference: Behavioral intervention for autism* (. 37–50). Austin, TX: Pro-Ed.
- Mandasari, M., Syarif, H., & Refnaldi. (2019). Elicitation techniques in classroom interaction used by English teachers at SMAN 1 2X11 Kayutanam. *Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, 20(1), 1–11.
- Marzulina, L. (2018). Learning strategy towards students' descriptive writing achievement taught by using pick-list-evaluate-active-supply-end strategy. *Edukasi: Jurnal Pendidikan dan Pengajaran* 5(1), 63-75, 2018. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi>.
- Marzulina, L., Erlina, D., Holandiyah, M., Harto, K., Herizal, H., Amrina, R., & Nopalia, N. (2021). Teaching English to visually-impaired students: an analysis of teacher's problems. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 8(2), 136-146. Retrieved from <https://doi.org/https://doi.org/10.19109/ejpp.v8i2.9742>.
- Maulana, Y. I. (2019). Fostering students' speaking skill of giving opinion through role play. *Skripsi at UIN Syarif Hidayatullah Jakarta: 2019*. Not published.
- Menegale, M. (2008). Expanding teacher-student interaction through more effective classroom questions: From traditional teacher-fronted lessons to student-centered lessons in CLIL. *Venice: Ca' Foscari University of Venice*.
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subject. *Journal of Economic Development, Environment and People*, 7(1), 23-48.
- Nambi, R. (2019). Secondary school students' experiences with reading aloud in Uganda: A Case Study. *Journal of Language Teaching and Research*, Vol. 10, No. 2, pp. 224-231. <http://dx.doi.org/10.17507/jltr.1002.02>.
- Nasir, C., Yusuf, Y. Q., & Wardana, A. (2019). A qualitative study of teacher talk in an EFL classroom interaction in Aceh Tengah, Indonesia. *Indonesian Journal of Applied Linguistics*, 8(3), 525–535. <https://doi.org/10.17509/ijal.v8i3.15251>
- Nassaji, H. (2011). Correcting students' written grammatical errors: The effects of negotiated versus non-negotiated feedback. *Studies in Second Language Learning and Teaching*, 1(3), 315–334. <https://doi.org/10.14746/ssllt.2011.1.3.2>.
- Nunan, D. (1991). *Language teaching methodology: A Textbook for Teacher*. Sidney: Prentice Hall.
- Ozdemir, S. (2018). Effect of summarization strategies teaching on strategy usage and narrative text summarization success. *Universal Journal of Educational*

- Research*, 6(10), 2199-2209. <https://doi.org/10.13189/ujer.2018.061018>.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful random sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Policy Ment Health*, 1-12. <https://www.ncbi.nlm.nih.gov/pmc/articles>.
- Pan, Q. (2014). Nonverbal Teacher-Student Communication in the Foreign Language Classroom. *Journal of Foreign Language Teaching and Learning*, 6(2), 1-12. <https://journal.umy.ac.id/index.php/FTL/issue/view/786>.
- Ramirez, M. R., & Barreiro, J. P. (2021). The effect of summarizing narrative texts to improve reading comprehension. *Journal of Foreign Language Teaching and Learning* Volume 6, No. 2, July 2021. <https://journal.umy.ac.id/index.php/FTL/issue/view/786>.
- Rosario, P., Nunez, J. C., Vallejo, G., Cunha, J., Nunes, T., Suarez, N., Fuentes, S., & Moreira, T. (2015). The effects of teachers' homework follow-up practices on students' EFL performance: A randomized-group design. *Frontiers in Psychology*, 6, 1528. <https://doi.org/10.3389/fpsyg.2015.01528>.
- Senemoglu, Nuray. (2001). *Handbook in active teaching-learning strategies*. The product of learning and instruction. Ankara: Ministry of National Education.
- Shanmugavelu, G., Arif, K., Vadivelu, M., Mahayudin, Z., & Arasi, M. (2020). Questioning techniques and teachers' role in the classroom. *Shanlax International Journal of Education*, vol. 8, no. 4, 2020, pp. 45-49.
- Shomoosi. (2008). Classroom interaction mediated by gender and technology: The language laboratory course. *Novitas Royal*. 2(2). 176-184.
- Skalkova, J. (1999). *Obecná didaktika*. [General Didactics.] Prague: ISV Publ. (In Czech.)
- Suci, D. K. (2015). Classroom interactions in speaking class. *Skripsi at Muhammadiyah University of Surakarta: 2015*. Scientific publication.
- Ur, P. (2000). *A course in language teaching: practice and theory*. Beijing: Foreign Language Teaching and Research Press.
- Usman, B., Ayouni, N., Samad, I. A., Fitriani, S. S. (2018). Teachers' elicitation: Inviting students to speak. *EduLite Journal*, 3 (1), 51-65.
- Ustaci, H. Y., & Ok, S. (2014). Preferences of ELT learners in the correction of oral vocabulary and pronunciation errors. *Higher Education Studies*, 4(2), 29-41. <https://doi.org/10.5539/hes.v4n2p29>.
- Walsh, S. (2011). *Exploring classroom discourse language in action*. New York: Routledge.
- Wasi'ah, N. (2016). A study of teacher talk in classroom interaction at an Islamic senior high school. *Jambi: OKARA Journal of Language and Literature*, Vol 1, Tahun 1, Mei 2016.
- West, H. F., & Baile, W. F. (2010). "Tell me what you understand": The importance of checking for patient understanding. *Journal of Supportive Oncology*, 8, 216-218.
- Williams, J. J., Lombrozo, T., Rehder, B. (2010). Why does explaining help

- learning? Insight from an explanation impairment effect. *In Proceedings of the Annual Meeting of the Cognitive Science Society*. vol. 32.
- Wright, A. (2000). *A Travelling Storyteller*. *The Language Teacher* 19(10): 16–19, 26.
- Xiao-yan. (2006). Teacher talk and EFL in university classroom. (*master's thesis*). Chongqing Normal University of China.
- Yanfen, L. and Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, 33(2):76-86
- Zhao, S. Y., & MacWhinney, B. (2018). The instructed learning of form-function mappings in the English article system. *Modern Language Journal*, 102, 99-119.