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APPENDICES

APPENDIX A. CRITERIA

Criteria	Question	Scales (Answers)
When the lecturer gives a lecture presentation, how often do you interact with the lecturer using OEC during the presentation?	1. Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ? (I-R-F)	a. selalu (5) b. sering (4) c. kadang kadang (3) d. jarang (2) e. tidak pernah (1)
The lecturer asked question requiring long answer during lecturing presentation or (I) and the learners responded to the question as one of the criteria of OECI frequency level of performing in the ESC class room teaching presentation (R)	2. Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban singkat? (I-R-F)	a. selalu (5) b. sering (4) c. kadang kadang (3) d. jarang (2) e. tidak pernah (1)
3. The lecturer gave /provided feedbacks on the short question response from the students as the second criteria of the learners' OECI frequency level of performing ESC group discussion learning activity (F)	3. Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban singkat yang anda berikan? (I-R-F)	a. selalu (5) b. sering (4) c. kadang kadang (3) d. jarang (2) e. tidak pernah (1)
The lecturer asked question requiring long answer lecturing presentation or (I)	4. Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan	`

and the learners responded to the question as one of the criteria of OECI frequency level of performing in the ESC class room teaching presentation (R)	interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang? (I-R-F)	
The lecturer asked questions requiring short answer from the students during the small group discussion learning activity (I), The students provided short responses to the questions as the fifth criteria of measuring OECI frequency level of learners in performing ESC activities in the ESC (R)	5. Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan? (I-R-F)	a. selalu (5) b. sering (4) c. kadang kadang (3) d. jarang (2) e. tidak pernah (1)

APPENDIX B1. OBSERVATION PROTOCOL

Participant Code(s):

Location:

Observation Date:

Lesson:

Time:

Setting of the observation site:		
Purpose:		
Activities	Line	Comments / Theoretical Reflection

APPENDIX B2. OBSERVATION STUDENTS' TRANSCRIPTION

Participant Code(s): OB-P3A-L1

Location: AN 108 – Language Studio

Observation Date: 22/09/2023

Lesson: Simple Past Tense and Present Perfect Tense

Time: 7:30 – 12:00

Setting of the observation site: The class was held at the language studio. With two air conditioners, the room was quite cozy. It came with a white board, and a TV. The participants were all seated on the chairs. The table rows layout was employed in this class, with the lecturer in the center position.		
Purpose: (1) To Observe and reflect on students' negative attitude behavior, which may be impeding their willingness to build their OEC in the BE classroom. (2) To observe and reflect on students' perceptions of what they need to do to decrease the barriers to developing OEC in the BE classroom. (3) To monitor and reflect on students' poor performance in the BE classroom, which may hamper their capacity to build their OEC. (4) To watch and reflect on students' conduct in order to eliminate the variables that are hindering their potential to acquire OEC in the BE classroom. (5) To monitor and reflect on students' low frequency conduct in order to establish OEC in the BE classroom. (6) To watch and reflect on the students' behavior in order to eliminate the causes that cause them to have a low frequency of developing OEC in the BE classroom.		
Activities	Line	Comments / Theoretical Reflection
Students should know the use of Simple Past Tense and Present Perfect Tense. The Simple Past is used to talk about completed action or events that happened at particular time in the past and to talk about past states that we habitual or repeated over a period of time. We use the Present Perfect Tense to talk about something which began	1 2 3 4 5 6 7 8 9 10 11 12	OB-3A-L1 did not completely participate in the group conversation, as I mentioned. She rarely spoke out, also her voice was small, lack of vocabularies to express her ideas and she was busy with her own business without helping the other members of the group. Before assigning students to groups, the teacher divided them into three or five. Students were given 20 minutes in group work to discuss how to use Simple Past and Present Perfect Tense and also some certain vocabulary,

in the past, is still true now	13	phrases, and other topics connected to the
and could continue into the	14	lesson's topic. The topic of the group
future, to talk about something	15	Simple Past Tense and Present Perfect
which happen in the past but	16	Tense. Students were also required to
in an unfinished time period	17	present their work in front of the class.
like today, this week, this	18	When I paid close attention, OB-3A-L hard
year, this century and to refer	19	to participated because of her
to a completed past action,	20	pronunciation in English is not fluent when
activity or experience without	21	taking her turn she seems lack the
saying when it happened.	22	vocabulary necessary to say everything she
A. apa bagus kata-katanya	23	wanted to say in English
C. because the.. beach	24	The researcher observed that P3A-L when
A. there.. is very beautiful and	25	the lecturer asked the students to discuss in
B. clean	26	a group of 4, on Simple Past and Present
A. kalo semisal eee itu tadi na	27	Perfect Tense in any events using OEC,
bilang bapak yang enjoy	28	P3AL mostly kept silent and sometimes
enjoying apa itu? Kan ada	29	used Indonesian language
disitu na bilang why did you	30	It was noted that OP3A-L remained silent
visited bulukumba? I visited	31	in the group discussion making a
in eee Surabaya because ine I	32	conversation about Simple Past and Present
enjoying	33	Perfect Tense. OP3A-L1 used Indonesian
C. oooo bersantai. Bagaimana	34	language when taking her turn and
kalau siapa mu temani?	35	expressing her ideas in the group activity
A. who has eee visited eee apa	36	discussing about making conversation in
Surabaya kah bali kah	37	Simple Past Tense and Present Perfect
C. pakai did?	38	Tense.
A. iyo. I visited bulukumba	39	When the lecture asked us to use OEC in
because to enjoy the beach	40	the discussion activity, I just used
there is very beautiful eee	41	Indonesian language. I felt that the lecturer
B. very beautiful	42	did not understand our condition that we
C. aaa nda maksudnya ini	43	were lack language expressions to perform
bertanyaki eee who has siapa	44	discussion. It even made me unwilling to
yang berkunjung tadi? Mauka	45	participate in the learning activity
saya sama siapako?	46	It was noted that OPBP3A-L1 did not
A. oooh.. tanya ulangmi. How	47	effectively use language functions to take
about you? Eee have you eee	48	over the speaking turn. She also shifted to
have you visited many place	49	use Bahasa Indonesia to involve the other
in Indonesia?	50	student and use some appropriate
B. inimo ku ikuti?	51	expressions when leading a group
A. boleh. Because.. kan apa	52	discussion
hal yang berkesan di	53	It was noted that that the lecturer gave
bulukumba baru masa	54	feedback frequently to the students'

lampaunya di kasih	55	grammatical mistakes and the students
bagaimanaki. What did..	56	looked unhappy to it OP3A-L1 passively
memorable things in	57	listened to the high proficient student to
bulukumba? mauka bertanya	58	explain to the other students about the topic
when did you visited labuan	59	discussed. Furthermore, it was noted that
bajo? It was in.. jadi tidak	60	the lecturer did not take further action
pake in that?? Visitedmi? Ooh	61	about the problem.
how did you visited the place?	62	It was noted that P3A-L rarely performed
C. anu fly?	63	OECI
A. fly?	64	when the lecturer asked her to do a pair
C. terbang	65	work in practicing a conversation in the
A. airplane. Oh I see. How did	66	group discussion
you visit the place? I visited	67	
C. the place	68	
A. visited... by... airplane.	69	
Why did you visited labuan	70	
bajo?	71	
C. karna disana itu sangat	72	
indah. Bagaikan surga dunia	73	
B. dimana labuan bajokah?	74	
Ntt?	75	
A. jadi janganmi tuliska I	76	
wanted to?	77	
C. apa itu artinya kah	78	
A. I wanted saya ingin	79	
bersantai beach that is very	80	
beautiful and very clean..	81	

APPENDIX C1

Interview Letter of Concern

PERNYATAAN PERSETUJUAN UNTUK DIWAWANCARAI TENTANG ANALISIS INTERAKSI SISWA KETIKA MENGGUNAKAN BAHASA INGGRIS DI DALAM KELAS BAHASA INGGRIS PERCAKAPAN

Saya menyatakan bahwa saya telah mengetahui tujuan penelitian ini yaitu penelitian tentang “ An analysis of students’ interaction in using oral English communication in the speaking classroom”. Saya mengetahui bahwa suara saya akan direkam sebagai data yang akan digunakan dalam penelitian tersebut sebagai sala satu persyaratan untuk menyelesaikan studi tingkat S1 di jurusan Bahasa Inggris di Universitas Hasanuddin. Saya mengetahui bahwa hasil dari penelitian ini akan digunakan untuk mengembangkan mata kuliah *Intermediate Speaking English* di Politeknik Negeri Ujung Pandang, Jurusan Administrasi Niaga, Program Studi D4 Administrasi Bisnis. Demikian juga saya telah diberitahu bahwa semua jawaban yang saya berikan akan dijaga kerahasiaannya dan saya boleh mengundurkan diri dari penelitian ini jika saya menginginkan

Berdasarkan hal di atas, saya dengan sukarela dan setuju untuk diwawancarai..

Tanda Tangan _____

Tanggal _____

APPENDIX C2. INTERVIEW QUESTIONS

Participant code:

Interview date:

Topic:

Location:

Time in:

Time out:

Setting of interview site:

No	Initial Interview Guide	
	Program Studi: Kelas: Suku:	
	Questions	Comment
1.	When you were assigned to participate in learning activities in ESC, what factors do you think made you unable to perform OEC interactions? Do you think that your lack of ability to use language expressions was one of the factors that made you unable to have OEC interactions? If yes, please explain why and give examples.	
2.	When you were assigned to perform the learning activities in the ESC (English Speaking Classroom), do you think your lack of ability in developing and organizing	

	ideas was one of the factors made you difficult to perform OEC interactions? If yes, please explain why and give examples.	
3.	When you were assigned to do an ESC learning activity, do you think that your lack of vocabulary was one of the factors that made it difficult for you to do ESC interaction in the activity? If yes, please explain why.	
4.	When you were assigned to conduct learning activities at ESC, do you think that your lack of grammar knowledge was one of the factors that made it difficult for you to interact in learning activities? If you answered yes, please explain why this is the case.	
5.	Please remember when you were asked to assign the learning activities, do you think the lecturer's way of correcting your mistakes was one of the factors impeding you to develop your OEC? If yes, please explain why	

6.	When you were assigned to perform the learning activities in ESC, do you think the lecturer's lack of acknowledgement toward your ability was one of the factors hindering you to develop your OEC competencies in the ESC? If yes, please explain why	
7.	Please remember when you were asked to perform OEC in ESP activities, do you think text dependence style of your lecturer was one of the factors discouraged you to perform the OEC interactions? If yes, please explain why	
8.	Please remember when you were assigned to perform OEC interactions in the learning activities, do you think the feeling concern about losing face was one of the factors impeding you to perform the interaction during the ESC activities? If yes, please explain why	
9.	Please remember when you were assigned to perform OEC interactions the ESC, do you think being considered showing off	

	was one of the factors impeding you to perform OEC interactions during the learning activities? If yes, please explain why	
10.	Do you think the lack of learning environment support as one of the factors impeded you to perform OEC in the ESC? Please explain give the reason and give example if possible.	
11.	Please remember when you were asked to perform OEC in the ESC, do you think the learning environment factor is one of the factors impeding you to perform OEC interactions? Please justify your answer	
12.	Please remember when you assigned to perform OEC interactions, what other factors do you think impeding to perform the interactions? Is it because of personal and affective factor aspect?	

APPENDIX C3. INTERVIEW TRANSCRIPTION

GARIS	DATA PI-3A-L1
1	J: Halo
2	B: Hai kak
3	A : Bolehkah anda memperkenalkan diri anda terlebih dahulu? Mulai dari
4	nama, golongan, suku dan alamat
5	B : Mmm nama saya..dari kelas 2A D4 Administrasi Bisnis, alamat eee
6	perumahan tamalanrea mas blok M1 nomor 17, eee suku saya suku bugis
7	A: Bisakah kita mulai wawancaranya sekarang?
8	B: Tentu saja kak
9	A: Pertanyaan pertama saya adalah ketika dosen meminta Anda
10	berinteraksi menggunakan bahasa Inggris lisan (OEC) selama kegiatan di
11	kelas bahasa Inggris percakapan (ESC), menurut Anda berapa tingkat
12	frekuensi berinteraksi menggunakan bahasa Inggris lisan (OEC)?
13	Frekuensi tinggi, sedang atau rendah?
14	B: Eee... menurutku eee aku berada di level rendah
15	J: Ya, tadi kamu bilang kamu rendah. Faktor penghambat apa saja yang
16	anda alami ketika berinteraksi atau berhubungan di kelas dengan
17	menggunakan bahasa inggris?
18	B : Eee... karena faktor yang mempengaruhinya seperti kurang percaya
19	diri dan enggan berbicara eee karena takut salah.
20	A: Apakah ada faktor lain yang menghambat anda ketika berinteraksi di
21	kelas?
22	B: Eee...
23	A: Ketika Anda ditugaskan pada kegiatan pembelajaran di ESC, faktor
24	apa yang menurut Anda membuat Anda tidak dapat melakukan interaksi
25	OEC? Menurut Anda, apakah kurangnya kemampuan Anda dalam
26	menggunakan ekspresi bahasa menjadi salah satu faktor yang membuat
27	Anda tidak dapat melakukan interaksi OEC? Jika ya, jelaskan alasannya
28	dan berikan contohnya.
29	B: Ya... Saya ingat saya kesulitan melakukan interaksi OEC saat
30	mengikuti diskusi kelompok karena saya tidak mampu menyampaikan
31	ide-ide saya. Saya tidak tahu ekspresi bahasanya. Saya terdiam selama
32	kegiatan presentasi perkuliahan karena tidak mampu menyampaikan
33	pesan dengan sopan dalam bertanya dan memberikan informasi kepada
34	dosen
35	A: Ketika Anda ditugaskan untuk melakukan kegiatan pembelajaran di
36	ESC (English Speaking Classroom), apakah menurut Anda kurangnya
37	kemampuan Anda dalam mengembangkan dan mengorganisasikan ide
38	menjadi salah satu faktor yang membuat Anda sulit melakukan interaksi
39	OEC? Jika ya, jelaskan alasannya dan berikan contohnya.

40	B: Ya, saya merasa, saya kurang efektif dalam memimpin diskusi
41	kelompok karena saya tidak tahu cara mengatur dan mengembangkan
42	ide-ide saya. Permasalahan tersebut terjadi karena pada mata pelajaran
43	sebelumnya kami belum diajarkan cara memimpin dan menyampaikan
44	presentasi
45	A: Ketika Anda ditugaskan untuk melakukan kegiatan pembelajaran
46	ESC, apakah menurut Anda kurangnya kosakata Anda menjadi salah satu
47	faktor yang membuat Anda sulit melakukan interaksi ESC dalam
48	kegiatan tersebut? Jika ya, jelaskan alasannya.
49	B: Ya. Saya hanya diam dalam diskusi kelompok.
50	A: Ketika Anda ditugaskan untuk melakukan kegiatan pembelajaran di
51	ESC, apakah menurut Anda kurangnya pengetahuan tata bahasa Anda
52	menjadi salah satu faktor yang membuat Anda sulit berinteraksi dalam
53	kegiatan pembelajaran? Jika Anda menjawab ya, mohon jelaskan
54	mengapa hal ini terjadi.
55	B: Tidak, saya tidak bisa.
56	A: Bagaimana dengan pengucapannya?
57	B : Kurang lancar kak
58	A: Lalu saya ingin bertanya lagi, apakah ada faktor yang menghambat
59	Anda ketika disuruh berinteraksi menggunakan komunikasi lisan bahasa
60	Inggris yang tidak berhubungan dengan kurangnya kemampuan bahasa
61	Inggris Anda? Saya juga melihat Anda takut dan malu saat diskusi
62	kelompok. Faktor apa yang menyebabkan Anda merasa seperti itu?
63	B: Faktor apa saja?
64	A: Mohon diingat, ketika Anda diminta untuk memberikan tugas kegiatan
65	pembelajaran, apakah menurut Anda cara dosen mengoreksi kesalahan
66	Anda menjadi salah satu faktor penghambat Anda dalam
67	mengembangkan OEC Anda? Jika ya, jelaskan alasannya
68	B: Ya bagi saya, cara dosen mengoreksi kesalahan mahasiswa adalah
69	salah satu faktor yang mengurangi keinginan saya untuk menggunakan
70	OEC. Misalnya ketika saya sedang menyampaikan tugas, terkadang saya
71	merasa feedback dari dosen kurang ramah untuk memperbaiki kesalahan
72	saya... sehingga mengurungkan niat saya untuk berlatih menggunakan
73	OEC dalam kegiatan pembelajaran. Saat melakukan role play, saya
74	merasa terhina dan malu karena dosen langsung mengambil kesalahan
75	saya sebagai contoh kalimat yang salah di depan kelas. Hal ini membuat
76	saya kehilangan motivasi untuk belajar dan berlatih OEC
77	A: Ketika Anda ditugaskan untuk melakukan kegiatan pembelajaran di
78	ESC, apakah menurut Anda kurangnya pengakuan dosen terhadap
79	kemampuan Anda menjadi salah satu faktor yang menghambat Anda
80	dalam mengembangkan kompetensi OEC di ESC? Jika ya, jelaskan
81	alasannya

82	B: Ya, saya ingat dosen memberi tugas kepada kami untuk membuat
83	presentasi individu tentang Simple Past dan Present Perfect. Dosen tidak
84	mempertimbangkan kemampuan kami dalam melakukan presentasi
85	dalam bahasa Inggris. Saya tidak dapat mengatur ide-ide saya. Saat dosen
86	meminta kami menggunakan OEC dalam kegiatan diskusi, saya hanya
87	menggunakan bahasa Indonesia. Saya merasa dosen kurang memahami
88	kondisi kami sehingga kami kekurangan ekspresi bahasa untuk
89	melakukan diskusi. Bahkan membuat saya enggan mengikuti kegiatan
90	pembelajaran.
91	A: Bagaimana dengan faktor rasa malu untuk berbicara di depan kelas
92	atau di depan dosen, apakah itu juga menjadi faktor yang menghalangi
93	anda untuk berinteraksi menggunakan bahasa Inggris di ESC.
94	B : Iya juga kak
95	A: Mohon diingat ketika Anda diminta melakukan OEC dalam kegiatan
96	ESP, apakah menurut Anda gaya dosen Anda yang bergantung pada teks
97	menjadi salah satu faktor yang membuat Anda enggan melakukan
98	interaksi OEC?
99	B : Iya kak
100	A: Perlu diingat, ketika Anda ditugaskan untuk melakukan interaksi OEC
101	dalam kegiatan pembelajaran, apakah menurut Anda rasa khawatir akan
102	kehilangan muka menjadi salah satu faktor yang menghambat Anda
103	melakukan interaksi selama kegiatan ESC? Jika ya, mohon jelaskan
104	alasannya
105	B: Ya...ketika saya dan teman saya sedang menyampaikan Role-Play di
106	depan kelas, saya kurang persiapannya. Saya benar-benar merasa takut
107	melakukan kesalahan dan kehilangan muka di depan banyak orang.
108	A: Harap diingat ketika Anda ditugaskan untuk melakukan interaksi OEC
109	di ESC, apakah menurut Anda pertimbangan siswa lain merupakan salah
110	satu faktor yang menghambat Anda untuk melakukan interaksi OEC
111	selama kegiatan pembelajaran? Kalau iya tolong jelaskan alasannya
112	B: Tidak kak
113	A: Perlu diingat, ketika Anda ditugaskan untuk melakukan interaksi OEC
114	di ESC, apakah menurut Anda dianggap pamer merupakan salah satu
115	faktor yang menghambat Anda untuk melakukan interaksi OEC selama
116	kegiatan pembelajaran? Jika ya, jelaskan alasannya
117	B: Tidak, Kak
118	J: Apakah menurut Anda kurangnya lingkungan belajar yang mendukung
119	merupakan salah satu faktor yang menghambat Anda dalam menerapkan
120	OEC di ESC? Tolong jelaskan alasannya dan berikan contoh jika
121	memungkinkan.
122	B: Iya...ada kalanya saya merasa situasi kelas di kelas BE membuat saya
123	merasa grogi di kelas BE, saya merasa situasi tersebut mengancam

124	karena dosennya kurang tersenyum.
125	A: Perlu diingat ketika Anda diminta melakukan OEC di ESC, apakah
126	menurut Anda faktor lingkungan belajar menjadi salah satu faktor yang
127	menghambat Anda melakukan interaksi OEC? Mohon justifikasi jawaban
128	Anda
129	B: Tidak, Kak
130	A: Harap diingat ketika Anda ditugaskan untuk melakukan interaksi
131	OEC, faktor apa lagi yang menurut Anda menghambat pelaksanaan
132	interaksi tersebut? Apakah karena aspek faktor personal dan afektif?
133	B: Ya, saya setuju. Saya merasa cemas ketika dosen mewajibkan seluruh
134	mahasiswa menggunakan OEC untuk berpartisipasi dalam diskusi
135	kelompok. karena saya merasa siswa lain akan melakukannya
136	menertawakanku ketika melakukan kesalahan. Hal ini mengurangi
137	kesediaan saya untuk berlatih menggunakan OEC dalam kegiatan diskusi
138	kelompok dan presentasi bisnis
139	A: Oke, terima kasih

APPENDIX D1. DATA REDUCTION ANALYSIS

Participant Code(s): IP3A-L1

RESEARCH QUESTION	DOMAIN	TAXONOMY	COMPENENTIAL	DATA
Factors affecting Learners' interactions when using Oral English Communication in Speaking English Classroom	FL	FLF 1		A: When you were assigned to the learning activities in the ESC, what factors do you think make you unable to perform OEC interactions? Do you think your lack of ability to use language expression is one of the factors make you unable to perform OEC interactions. If yes, please explain why and give example. B: Yes... I remember I had difficulty to perform OEC interactions when participating group discussion because I am not able to convey my ideas. I don't know the language expressions. I remained silent during the lecturing presentation activity because was not able to express message politely to ask and provide information to the lecturer (IP3A-L1, FLF 1)
		FLK/DOI 1		A: When you were assigned to perform the learning activities in the ESC (English Speaking Classroom), do you think your lack of ability in developing and organizing ideas was one of the factors made you difficult to perform OEC interactions? If yes, please explain why and give examples. B: Yes, I felt, I did not effectively lead the group discussion effectively because I don't know how to organize and develop my ideas. The problem occurred because we were never taught how to lead and deliver a presentation yet in the previous subjects (IP3A-L1, FLK/DOI 1)

		FV 1		A: When you are assigned to do ESC learning activities, do you think that your lack of vocabulary is one of the factors that make it difficult for you to do ESC interactions in these activities? If yes, please explain why. B: Yes. I just silent in the group discussions. (IP3A-L1, FV 1)
		FGR 1	FSS 2	A: When you were assigned to conduct learning activities at ESC, do you think that your lack of grammar knowledge was one of the factors that made it difficult for you to interact in learning activities? If you answered yes, please explain why this is the case. B: No, I can't. (IP3A-L1, FGR 1)
		FP 1		A: What about pronunciation? B: Yes, I think my poor pronunciation was one of the factors hindered me when the lecturer asked the class to perform OECI deliver the Individual presentation and the role play activities. I have to admit that I am not good at my pronunciation. For me, it is too hard for me to distinguish the pronunciation (IP3A-L1, FP 1)
FNL	FMT 1	LET 2		A: Please remember when you were asked to assign the learning activities, do you think the lecturer's way of correcting your mistakes was one of the factors impeding you to develop your OEC? If yes, please explain why B: Yes for me, the lecture's way of correcting students' mistake was one of the factors reduced my willing ness to use OEC. For example, when I delivered my work, sometimes, I felt that the lecturer's feedback was not friendly to correct my mistake... so it discouraged me to practice using OEC in the learning activities.

				When doing the role play, I felt humiliated and ashamed because the lecturer directly picked my mistakes as an example of incorrect sentences in front of the class. It made me demotivated to learn and practice OEC (IP3A-L1, FMT 1, LET 2)
			LOA 2	A: When you are assigned to do learning activities in ESC, do you think the lack of recognition from lecturers of your abilities is one of the factors that hinder you from developing your OEC competence in ESC? If yes, please explain why B: Yes, I remember that the lecturer gave us a task to make a individual presentation about describing object. The lecturer did not consider our ability to make a presentation in English. I was not able to organize my ideas. When the lecture asked us to use OEC in the discussion activity, I just used Indonesian language. I felt that the lecturer did not understand our condition that we were lack language expressions to perform discussion. It even made me unwilling to participate in the learning activity (IP3A-L1, FMT 1, LOA 2)
			TDTS 2	A: Please remember when you were asked to do OEC in ESP activities, do you think the text-dependent style of your lecturer was one of the factors that made you reluctant to do OEC interactions? B: Yes sis (IP3A-L3, FMT 1, TDTS 2)
		SCF 1	CONL F 3	A: Please remember when you were assigned to perform OEC interactions in the learning activities, do you think the feeling concern about losing face was one of the factors impeding you to perform the interaction during the ESC activities? If yes, please explain why

				B: Yes...when I delivered an individual presentation in front of the class, I did not have sufficient preparation. I really felt afraid of making mistakes and losing face in front of many people. (IP3A-L3, SCF 1, CONFL 3)
			CFO 3	A: Please remember when you were assigned to perform OEC interactions the ESC, do you think considering other students was one of the factors impeding you to perform OEC interactions during the learning activities? If yes, please explain why B: No sis (IP3A-L3, SCF 1, CFO 3)
			CASO 3	A: Please remember when you were assigned to perform OEC interactions the ESC, do you think being considered showing off was one of the factors impeding you to perform OEC interactions during the learning activities? If yes, please explain why B: No, sis (IP3A-L1, SCF 1, CASO 3)
	EF 1		LCE 4	A: Do you think that the lack of a supportive learning environment was one of the factors that prevented you from implementing OEC at ESC? Please explain why and give examples if possible. B: Yes...there was time I felt that the classroom situation in the BE classroom made me feel nervous BE classroom, I felt the situation threatening because the lecturer lacked of smiles (IP3A-L1, EF 1, LCE 4)

			DAOT L 4	A: Please remember when you were asked to perform OEC in the ESC, do you think the learning environment factor is one of the factors impeding you to perform OEC interactions? Please justify your answer B: No, sis (IP3A-L1, EF 1, DAOTL 4)
		PAAFF 1	ADUT FOMM IS 5	A: Please remember when you assigned to perform OEC interactions, what other factors do you think impeding to perform the interactions? Is it because of personal and affective factor aspect? B: Yes, I agree. I felt anxiety of when the lecturer required all students to use OEC to participate in a group discussion. because I felt that the other students would laugh at me when making a mistake. It reduced my willingness to practice using OEC in the group discussion activity and business presentation (IP3A-L1, PAAFF 1, ADUTFOMMIS 5)

APPENDIX D2. DATA DISPLAY ANALYSIS

RESEARCH QUESTION	DOMAIN	TAXONOMY	COMPENENTIAL	DATA	FREQ
Factors affecting Learners' interactions when using Oral English Communication in Speaking English Classroom	FL	FLF 1		It was noted that OP-3A-L did not effectively use language functions to take over the speaking turn. She also shifted to use Bahasa Indonesia to involve the other student and use some appropriate expressions when leading a group discussion (OP-3A-L) A: When you were assigned to the learning activities in the ESC, what factors do you think make you unable to perform OEC interactions? Do you think your lack of ability to use language expression is one of the factors make you unable to perform OEC interactions. If yes, please explain why and give example. B: Yes... I remember I had difficulty to perform OEC interactions when participating group discussion because I am not able to convey my ideas. I don't know the language expressions. (IP3A-L1, FLF 1) (FI-P3A-L) I remained silent during the lecturing presentation activity because was not able to express message politely to ask and provide information to the lecturer	9
		FLK/D OI 1		It was noted that OB-P4B-H did not effectively use oral English communication under business context. Even though, she used oral English communication with effective grammar and vocabularies. She did not effectively organize the information systematically. (OB-P4B-H) A: When you were assigned to perform the learning activities in the ESC (English Speaking Classroom), do you think your lack of ability in developing and organizing ideas was one of the factors made you difficult	8

			to perform OEC interactions? If yes, please explain why and give examples. According to my observation notes, do you ever find it difficult to express your ideas during pair work activities? Can you explain what factors caused this? B: Yes, I agree, the lack of knowledge and skills of organizing ideas systematically into a good text was one the factors impeding me to perform oral English communication. For example, I felt that I was not able to perform correctly because I had lack of knowledge to develop and organize ideas logically when delivering an individual presentation in front of the class. (IP4B-H2, FLK/DOI 1) (FI-P4B-H) Personally, I felt that I was still not able to develop and organize my ideas when delivering my presentation in front of the class. sometimes I didn't know how to start and to finish.	
		FV 1	Generally, I noted that OB-P9C-L when the lecturer asked OB-P9C-L does not seem sufficient vocabulary to be able to complete all what she intends to say in English before she shifted to using Indonesian language (OB-P9C-L) A: When you are assigned to do ESC learning activities, do you think that your lack of vocabulary is one of the factors that make it difficult for you to do ESC interactions in these activities? If yes, please explain why. B: Yes, I usually didn't have sufficient vocabularies when the lecturer asked me to deliver an individual presentation. I remembered in the individual presentation in front of the class, I just remained silent because I felt the lack of vocabularies. (IP9C-L, FV 1) (FI-P9C-L) When the lecturer asked the class to perform the roleplay, I found it difficult to express my ideas because of my limited vocabularies. Consequently, I was not able to complete the message I would like to say. Finally, I expressed it in Indonesian Language.	6

		FGR 1	FSS 2	I observed that P7C-H did not accurately use oral English. The lecturer asked the class to perform the role play activity. He did not seem to express his ideas with effective grammar. (OB-P7C-H) A: When you were assigned to conduct learning activities at ESC, do you think that your lack of grammar knowledge was one of the factors that made it difficult for you to interact in learning activities? If you answered yes, please explain why this is the case. B: Yes, I have lack of ability to use grammar accurately. I remember I found it difficult to describe objects when the lecturer asked the class to perform the role play activity (IP-7C-H, FSS 2) (FI-P7C-H) I was unable to compose English sentences and use appropriate tenses so I only say some words	5
		FP 1		It was noted that when the teacher asked the class to perform the role play, P9C-L should say "birthday" . In fact, she pronounced it "Bird day". The lecturer immediately corrected and told the correct pronunciation (OB-P9C-L) A: How about pronunciation? B: Yes, I think my poor pronunciation was one of the factors hindered me when the lecturer asked the class to perform OECI deliver the Individual presentation and the role play activities. (IP9C-L3, FP 1) (FI-P9C-L) I have to admit that I am not good at my pronunciation. For me, it is too hard for me to distinguish the pronunciation.	3
	FNL	FMT	LET 2	It was noted that that the lecturer gave feedback frequently to the students' grammatical mistakes and the students looked unhappy to it (OB-P3A-L)	8

				A: Please remember when you were asked to assign the learning activities, do you think the lecturer's way of correcting your mistakes was one of the factors impeding you to develop your OEC? If yes, please explain why B: Yes, for me, the lecture's way of correcting students' mistake was one of the factors reduced my willing ness to use OEC. For example, when I delivered my work, sometimes, I felt that the lecturer's feedback was not friendly to correct my mistake... so it discouraged me to practice using OEC in the learning activities. (IP3A-L1, FMT 1, LET 2) (FI-P3A-L) When doing the role play, I felt humiliated and ashamed because the lecturer directly picked my mistakes as an example of incorrect sentences in front of the class. It made me demotivated to learn and practice OEC.	
			LOA 2	The researcher observed that P3A-L when the lecturer asked the students to discuss in a group of 4, on Simple Past and Present Perfect Tense in any events using OEC, P3AL mostly kept silent and sometimes used Indonesian language (OB-P3A-L) A: When you are assigned to do learning activities in ESC, do you think the lack of recognition from lecturers of your abilities is one of the factors that hinder you from developing your OEC competence in ESC? If yes, please explain why B: Yes, I remember that the lecturer gave us a task to make a individual presentation about describing object. The lecturer did not consider our ability to make a presentation in English. I was not able to organize my ideas. (IP3A-L1, FMT 1, LOA 2) (FI-P3A-L) When the lecture asked us to use OEC in the discussion activity, I just used Indonesian language. I felt that the lecturer did not understand our condition that we were lack language expressions to	7

				perform discussion. It even made me unwilling to participate in the learning activity.	
		SCF 1	CONL F 3	It was noted that OP-6BL remained the lecturer asked her to give information describe the objects in her house in the lecturing presentation (OB-P6B-L) A: Please remember when you were assigned to perform OEC interactions in the learning activities, do you think the feeling concern about losing face was one of the factors impeding you to perform the interaction during the ESC activities? If yes, please explain why B: Yes... for me speaking in front of the class makes me nervous because I will feel being judged by many people and when making mistakes, I will feel shy. (IP6B-L2, SCF 1, CONFL 3) (FI-P6B-L) I remained silent because I felt that my friends would laugh at me if I made mistakes	4
			CFO 3	It was noted that in the group discussion consisting 5 members of participants, OBP1A-H1 who usually actively participated in the group discussion did not volunteer to speak out as much as she usually did in the other learning activities A: Please remember when you were assigned to perform OEC interactions the ESC, do you think considering other students was one of the factors impeding you to perform OEC interactions during the learning activities? If yes, please explain why B: Yes, Sometimes, I felt that I would participate as frequently as possible, but I did not do it because I paid a pity to the low proficiency students who had less opportunity to practice using OEC. Hence, I frequently decided to let them speak. But they did not use the opportunity (IP1A-H1, SCF 1, CFO 3) (FI-P1A-H) Yes, sometimes I paid pity to the low proficiency students. They had less opportunity to practice OEI. Thus, I let them speak.	3

		PAAFF 1	ADUT FOMM IS	It was noted that P3A-L rarely performed OECI when the lecturer asked her to do a pair work in practicing a conversation in the group discussion (OB-P3A-L) A: Please remember when you assigned to perform OEC interactions, what other factors do you think impeding to perform the interactions? Is it because of personal and affective factor aspect? B: Yes, I agree. I felt anxiety of when the lecturer required all students to use OEC to participate in a group discussion. because I felt that the other students would laugh at me when making a mistake. (IP3A-L1, PAAFF 1, ADUTFOMMIS 5) (FI-P3A-L) It reduced my willingness to practice using OEC in the group discussion activity and business presentation	1
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APPENDIX E1. QUESTIONNAIRE LETTER OF CONCERN

PERNYATAAN PERSETUJUAN SEBAGAI RESPONDEN DALAM PENELITIAN TENTANG ANALISIS INTERAKSI SISWA KETIKA MENGGUNAKAN BAHASA INGGRIS DI DALAM KELAS BAHASA INGGRIS PERCAKAPAN

Saya menyatakan bahwa saya telah mengetahui tujuan penelitian ini yaitu penelitian tentang “*An analysis of students’ interaction in using oral English communication in the speaking classroom*”. Saya mengetahui bahwa jawaban yang saya berikan pada kuesioner in akan digunakan sebagai data pada penelitian tersebut sebagai sala satu persyaratan untuk menyelesaikan studi tingkat S1 di jurusan Bahasa Inggris di Universitas Hasanuddin. Saya mengetahui bahwa hasil dari penelitian ini akan digunakan untuk mengembangkan mata kuliah bahasa Inggris percakapan bahasa Inggris. Demikian juga saya telah diberitahu bahwa semua jawaban yang saya berikan akan dijaga kerahasiaannya dan saya boleh mengundurkan diri dari penelitian ini jika saya menginginkan

Berdasarkan hal di atas, saya dengan sukarela dan setuju untuk menjadi responden pada penelitian ini.

Tanda Tangan _____

Tanggal _____

APPENDIX E2. QUESTIONNAIRE

NO	PERTANYAAN	JAWABAN				
		MAHASISWA				
		SELALU	SERING	KADANG-KADANG	JARANG	TIDAK PERNAH
1	Ketika dosen membawakan presentasi perkuliahan nya, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ?					
2	Ketika dosen membawakan presentasi perkuliahan nya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban singkat?					
3	Ketika dosen membawakan presentasi perkuliahan nya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban singkat yang anda berikan?					
4	Ketika dosen membawakan presentasi perkuliahan nya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen					

	yang memerlukan jawaban panjang?					
5	Ketika dosen membawakan presentasi perkuliahannya, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan?					
6	Ketika dosen menyuruh untuk melakukan kegiatan kerja kelompok, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ?					
7	Ketika dosen menyuruh untuk melakukan kegiatan kerja kelompok, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban singkat?					
8	Ketika dosen menyuruh untuk melakukan kegiatan kerja kelompok, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban singkat yang anda berikan?					

9	Ketika dosen menyuruh untuk melakukan kegiatan kerja kelompok, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
10	Ketika dosen menyuruh untuk melakukan kegiatan kerja kelompok, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan?					
11	Ketika dosen menyuruh untuk melakukan kegiatan Role-Play, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ?					
12	Ketika dosen menyuruh untuk melakukan kegiatan Role-Play, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban singkat?					
13	Ketika dosen menyuruh untuk melakukan kegiatan Role-Play, berapa sering anda melakukan					

	interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban singkat yang anda berikan?					
14	Ketika dosen menyuruh untuk melakukan kegiatan Role-Play, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
15	Ketika dosen menyuruh untuk melakukan kegiatan Role-Play, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan?					
16	Ketika dosen menyuruh untuk melakukan kegiatan kerja berpasangan, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ?					
17	Ketika dosen menyuruh untuk melakukan kegiatan kerja berpasangan, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban singkat?					

18	Ketika dosen menyuruh untuk melakukan kegiatan kerja berpasangan, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
19	Ketika dosen menyuruh untuk melakukan kegiatan kerja berpasangan, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
20	Ketika dosen menyuruh untuk melakukan kegiatan kerja berpasangan, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan?					
21	Ketika dosen menyuruh untuk melakukan kegiatan kerja individu, berapa sering anda melakukan interaksi dengan dosen dengan menggunakan KBIL pada kegiatan presentasi tersebut ?					
22	Ketika dosen menyuruh untuk melakukan kegiatan kerja individu, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab					

	pertanyaan dosen yang memerlukan jawaban singkat?					
23	Ketika dosen menyuruh untuk melakukan kegiatan kerja individu, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
24	Ketika dosen menyuruh untuk melakukan kegiatan kerja individu, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris dengan cara menjawab pertanyaan dosen yang memerlukan jawaban panjang?					
25	Ketika dosen menyuruh untuk melakukan kegiatan kerja individu, berapa sering anda melakukan interaksi menggunakan Bahasa Inggris Ketika dosen memberikan umpan balik terhadap jawaban panjang yang anda berikan?					

APPENDIX F. EXAMPLE OF QUANTITATIVE DATA ANALYSIS

4.5 OEC interaction Frequency Level of learners in BE classroom

1 Statistic Validity

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

2. Reliability

Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.953	25

3. The overall level of OEC frequency level of learner in Speaking Intermediate Subject

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.711	2.450	3.083	.633	1.259	.032	25

Case Processing Summary

	N	%
Valid	60	100.0
Cases Excluded ^a	0	.0
Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.953	25

Item Statistics			
Items of Questionnaires	Mean	Std. Deviation	N
OECI interaction when lecturer performed his lecturing presentation.	2.62	.640	60
OECI interaction when responding the lecturer's questions requiring short answers or explanations during the lecturing presentation.	3.27	.710	60
OECI interaction when the lecturer provided feedbacks on your short answers or explanations to the lecturer's questions during the lecturing presentation.	2.57	.593	60
OECI interaction when responding the lecturer's questions requiring long answers or explanations during the lecturing presentation	2.58	.720	60
OECI interaction when the lecturer provided feedbacks on your long answers or explanations to the lecturer's questions during the lecturing presentation.	2.65	.659	60
OECI when the lecturer asked you to perform the group discussion learning activity	2.65	.732	60
OECI when responding the lecturer's questions requiring short answers or explanations during the group discussion learning activity.	2.70	.743	60
OECI interaction when the lecturer provided feedbacks on your short answers or explanations to the lecturer's question during the group discussion learning activity.	2.55	.675	60
OECI when responding the lecturer's questions requiring long answers or explanations during the group discussion learning activity.	2.58	.671	60
OECI interaction when the lecturer provided feedbacks on your long answers or explanations to the teacher's questions during the group discussion learning activity.	2.82	.651	60
OECI when the lecturer asked you to perform the role play learning activity	3.08	.926	60
OECI when responding the lecturer's questions requiring short answers or explanations during the role-play learning activity.	2.93	.756	60

OECI interaction when the lecturer provided feedbacks on your short answers or explanations to the lecturer's question during the role play learning activity.	2.97	.780	60
OECI when responding the lecturer's questions requiring long answers or explanations during the role-play activity.	2.78	.761	60
OECI when the lecturer provided feedbacks on your long answers or explanations to the lecturer's questions during the role play learning activity.	2.92	.766	60
OECI interaction when the lecturer asked you to perform the pair-work learning activity.	2.77	.745	60
OECI when responding the lecturer's questions requiring short answers or explanations during the pair-work learning activity.	2.83	.785	60
OECI interaction when the lecturer provided feedbacks on your short answers or explanations to the lecturer's questions during the pair-work learning activity.	2.90	.752	60
OECI when responding the lecturer's questions requiring long answers or explanations during the pair-work learning activity.	2.93	.778	60
OEI interaction when the lecturer provided feedbacks on your long answers or explanations to the lecturer's questions during the role play learning activity.	2.68	.748	60
OECI when the lecturer asked you to perform the individual presentation learning activity.	2.57	.722	60
OECI when responding the lecturer's questions requiring short answers or explanations in the individual presentation learning activity.	2.60	.669	60
OECI when the lecturer provided feedbacks on your short answers or explanations to the lecturer's questions during the individual presentation learning activity.	2.45	.675	60
OECI interaction when the lecturer provided feedbacks on your short answers or explanations to the lecturer's questions during the individual presentation learning activity.	2.52	.676	60

OEI interaction when the lecturer provided feedbacks on your long answers or explanations to the lecturer's questions during the individual presentation learning activity.	2.70	.788	60
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APPENDIX G. CLASSROOM SITUATIONS











APPENDIX H INTERVIEW SETTING





