An Investigation of Teacher Talk and Student Talk in Indonesian EFL Classroom Interaction

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Abstract: Several research studies have explored how teachers and students communicate in a classroom setting. Balancing talking time, whether teacher-dominant or student-dominant, during the learning process and the quality of interaction in the classroom is a challenge faced in teaching methodology, even in Indonesia. The primary focus of this particular research was to examine the different types of communication, both from teachers and students, in an EFL Indonesian classroom. Additionally, the study aimed to determine the proportion of verbal interaction during the learning process. This descriptive qualitative research gathered data through observations and interviews with the participants consisting of a teacher and secondary school students, selected using a purposive sampling technique. The data collection used observation and interviews. The result of classroom interaction observation was analyzed using Flander's Interaction Analysis Categories (FIAC). The findings showed that teacher talk dominated the classroom interaction, accounting for 74.4% of the overall communication. Within the teacher talk category, lecturing was the most frequently used method, making up 30.3% of the interactions. On the other hand, students primarily engaged in the student talk response category, comprising 9.6% of the interactions. These observations led to the conclusion that the teacher played a dominant role in the classroom, relying heavily on lectures. At the same time, students' participation was mostly limited to responding to the teacher's questions. It is recommended that further investigation of the study be integrated into communication media appropriate to the students' needs.

INTRODUCTION

The teaching and learning process comprises a complex interplay of several interconnected elements. As highlighted by Soetopo in Helmiati (2013), these components include the teacher, the student, learning objectives, learning sources, methods, media, evaluation, and the learning environment. Throughout the learning activities, students heavily rely on the guidance and direction provided by teachers, while teachers, in turn, depend on their students' responses to gauge the efficacy of their teaching approaches within the realm of English classrooms.

In the context of teaching teenagers, as discussed by Astuti (2020), educators face notable challenges owing to the unique characteristics of this age group, encompassing transitions, confusion, self-consciousness, physical and mental growth, and various bodily changes. Consequently, teachers are required to consider the intellectual capabilities of their students, their attention spans, sensory aspects, and factors influencing their self-esteem. Utilizing interactive media that ignites students' curiosity is a crucial aspect for every teacher, as it plays a pivotal role in fostering active engagement and learning enthusiasm among students.

Effective classroom interaction holds immense importance in ensuring the success of the teaching and learning process. Insufficient interaction between teachers and students, particularly in English classes, can hinder language acquisition. By enhancing the level of classroom interaction, foreign language students can experience smoother and more rapid progress in acquiring the target language (Soomoshi, 2008). Notably, teacher talk, recognized as a crucial element in second language acquisition

by researchers, significantly influences students' understanding. As such, the teacher assumes a central role in cultivating a thriving and fruitful classroom interaction, thus fostering an environment conducive to effective language learning.

Within the classroom setting, talk assumes a multi-dimensional role encompassing both the learning and teaching processes. It provides a platform for students to actively participate in academic interactions, fostering a conducive environment for their engagement. Teachers, in turn, utilize talk as a tool to direct and guide the class, ensuring its coherence and progress (Basra & Thoyyibah, 2017). However, talk also regulate student participation and manage classroom behavior (Chavez, 2016; Shamsipour & Allami, 2012). Therefore, teachers play a pivotal role in facilitating and steering students, aiming to stimulate their active involvement in English learning and communication within the classroom (Teo, 2016; Vongsila & Reinders, 2016).

In the realm of education, interaction encompasses a vibrant and cooperative interchange of thoughts, emotions, or concepts occurring between teachers and students or among the students themselves, leading to a mutually influential experience for all participants (Brown, 2004). Thapa and Lin (2013) underscore the significance of classroom interaction as a central element, playing a crucial role in enhancing students' linguistic abilities and providing them with vital communication skills. As a result, interaction within a language classroom emerges as a fundamental and indispensable process in the journey of attaining language proficiency.

The main challenge in the topic of teacher talks and student talks is achieving a balanced and effective communication dynamic that fosters an engaging and inclusive learning environment. Often, teachers dominate classroom talk, which can limit students' opportunities to participate actively and develop their critical thinking and communication skills. This dominance can result in passive learning, where students are less likely to ask questions, share their ideas, or engage in discussions (Body &Galda, 2011).

The current study differs from previous research conducted by Jing and Jing (2018), which focused on the characteristics of EFL teacher talk and revealed that teacher talk in EFL classrooms typically follows the IRF (Initiation-response-feedback) pattern. In contrast, this study examines the types and impacts of both teacher and student talk in EFL classrooms. Furthermore, the research aims to address the following questions:
1) What types of teacher talk are prominent in EFL classrooms?
2) What types of student talk occur in these classrooms?

The researchers believe this research could be valuable for teachers in managing an English as a Foreign Language (EFL) classroom. It aims to raise awareness about the impact of communication theory in an EFL classroom setting in Indonesia. The findings could assist EFL teachers in planning lessons and improving classroom interactions. By providing insights into the amount of student and teacher talk and its influence on learning, the research aims to encourage active and positive student participation for their own educational benefit.

Classroom Interaction

When examining an EFL (English as a Foreign Language) classroom, the aspect of classroom interaction stands out as a significant element in both the teaching and learning processes (Amatari, 2015; Nasir et al., 2019). This interaction allows for the exchange of knowledge (Septiana, Hamzah, & Amri, 2019) and involves two reciprocal processes within the language learning context: the teacher influencing the participants and vice versa, where the participants also influence the teacher. Students require appropriate, stimulating, and relevant learning experiences to enhance their English language acquisition (Putra, I. N. A. J., Nitiasih, P. K., Adnyayanti, N. L. P. E., & Budiarta, 2021). This highlights the importance of carefully considering classroom interaction, as it encompasses all the activities conducted by both the teacher and students throughout the learning journey (Ashari, E., & Shalehoddin, 2018).

As a result, the interactions occurring within the classroom setting exert a significant and definitive influence on the attainment of students' learning objectives in the teaching process (Handayani & Umam, 2017). It is vital to recognize that classroom communication entails the exchange of information between both teachers and students (Murtiningrum, 2009), implying that active participation is not solely confined

to the teacher's role. However, it is worth noting that classrooms have frequently been depicted as environments where teachers dominate the communication landscape, taking the forefront in initiating and leading the interactions (Blanchette, 2009; Boyd & Rubin, 2002).

Teacher talk

The emphasis in teachers' discourse lies in the amount of time they spend speaking during a lesson. Additionally, this speech serves as an essential input for students, particularly in an EFL classroom. The impact of teachers' talk on the teaching and learning process outcomes has been recognized (Yanfen & Yuqin, 2010). This includes various forms of communication, such as instructions, lectures, and evaluations provided by the teacher to the students. Consequently, teachers' talk significantly influences students' comprehension and language acquisition, benefiting them in both their native and foreign language learning experiences.

Moreover, it has come to light that the extent of student engagement depends entirely on how the teacher communicates in the classroom, particularly in Indonesia, where English is seldom utilized beyond the educational setting. The success of the learning process is significantly influenced by teachers' communication, as it plays a vital role in providing input for students to acquire language skills. Given that teachers tend to dominate speaking time compared to students (Flanders, 1970; Nurmasitah, 2010), understanding the various categories of teachers' talk employed in the classroom becomes crucial.

This study utilizes Flanders' Interaction Analysis to classify teacher talk within the classroom context into seven distinct categories. These categories can be further grouped into two main types: response. The details of these categorizations will be presented in the table below:

Table 1. Flanders Interaction Analysis Categories (FLAC) of Teacher Talk

Teacher Talk	Indirect Influence	1. Accepts Feeling: The teacher acknowledges and validates the students' emotional expressions reassuringly, creating a safe and non-intimidating environment. These emotions can be either positive or negative and may involve anticipating or recollecting past feelings.
		2. Praises or Encourages: the teachers offer compliments and support for students' actions and conduct. They use humor to alleviate tension, ensuring it does not negatively target anyone. Additionally, they express their engagement through non-verbal cues like nodding and encouraging phrases like "um hm?" or "go on.".
		3. Accepts or uses the student's ideas: The teacher refines, constructs, or enhances ideas proposed by a student. As the teacher starts introducing more of their ideas, the focus shifts to category five.
		4. Asks the questions: Posing a question about the subject matter or process, aiming for the student to respond.
	Direct Influence	5. Lecturing: Providing factual information or personal viewpoints regarding the subject matter or process while expressing one's thoughts. Additionally, using rhetorical questions to provoke thought without necessarily expecting direct answers.
		6. Giving direction: directions, commands, or orders to which a student is expected to comply.
		7. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher's doing what he is doing; extreme self-reference.

Student Talk

Student talk refers to the verbal expression used by students to inquire about concepts (Park, 2012; St. John & Cromdal, 2016), share their viewpoints and ideas (McElhone, 2013; Yanfen & Yuqin, 2010), and clarify their comprehension of a subject (Åberg, 2017). Flanders (1989) categorizes student talk into two distinct types: student talk-response and student talk-initiation. The first category involves students responding to the teacher's prompts or questions, with the teacher initiating the communication and setting the parameters for the students' responses, thereby limiting the freedom to express their original ideas. On the other hand, in the second category, students independently initiate the conversation, allowing them to express their thoughts, introduce new topics, and develop opinions, thus going beyond the existing structure, often through thought-provoking questions.

Table 2. Flanders Interaction Analysis Categories (FIAC) of Students talk

Students talk	1. Student talk-response: A student responds in a way that was expected by the teacher. The teacher takes the lead by initiating communication or inviting student input while establishing boundaries on the scope of their responses.
	2. Student talk-initiation: Students engage in voluntary discussions that they initiate themselves. They offer unexpected responses to the teacher's prompts. There is a transition from level 8 to level 9 when a student introduces their original ideas into the conversation.
	3. Silence or confusion: Intermittent breaks, brief moments of quietness, and instances of uncertainty where the communication is incomprehensible to the observer.

Previous Research

In 2020, Septiana Astutie conducted a study titled "An Analysis of Teacher Talk and Student Talk in English Classroom Interaction Using the FLINT System at the Ninth Grade of SMP Negeri 3 Hulu Sungai Tengah." The research revealed that both the teacher and students utilized the talk categories as outlined in the FLINT system. The findings indicated that the teacher mainly employed the "asking question" category but also used various other talk categories during the interaction, including giving information, providing directions, praising or encouraging, criticizing student behavior, incorporating students' ideas, and addressing emotions. On the other hand, students engaged in specific and open-ended responses during learning activities.

In 2017, Shilvia Nur Meida and Fahrus Zaman Fadhly conducted a study titled "The Analysis of Teacher and Students Talk In Indonesian EFL Classroom Interaction." The classroom observations revealed that the most prevalent characteristic in both teacher and student talk was the content cross, indicating that the majority of the teaching-learning process focused on asking questions and lecturing by the teacher. The proportion of content cross was 65.55% in the first meeting, 95.88% in the second meeting, and 97.44% in the third meeting. Additionally, in the supplementary data, teacher talk was the most dominant category observed.

In 2013, Ami Fatimah Mulyati conducted a study titled "A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skills for Young Learners." The results revealed that the teacher played the most prominent role as an interlocutor during speaking activities. Additionally, the study demonstrated that the teacher assumed various roles during the interaction, including that of a director, manager, and facilitator.

The researcher delves into how different teaching styles or approaches affect classroom interaction and language acquisition. This could include investigating the effectiveness of student-centered and more traditional teacher-centered approaches. Thus, the main objective of this research is to explore and classify the various types of teacher and student talk observed in Indonesian EFL classroom interactions, alongside analyzing the proportion of verbal exchanges during the learning process. It is anticipated that students should play a more active role than teachers, engaging in meaningful and

interactive discussions within the classroom. When teachers predominantly dominate the talk during the teaching-learning process, it could potentially inhibit students from expressing themselves freely and fully participating in the learning experience. Conducting this study is paramount as it redirects the emphasis toward placing students at the center of the learning process, allowing for a more inclusive and enriching educational environment.

METHOD

Research Design

In this research, a qualitative approach was adopted, employing a descriptive design to thoroughly explore and elucidate the various categories of teacher talk and student talk that manifested during classroom interactions. Additionally, the study aimed to assess the proportion of time devoted to communication by both the teacher and the students within classroom interaction. By utilizing a qualitative methodology, the researchers sought to provide detailed and in-depth explanations of the observed teacher-student dialogue patterns, shedding light on the dynamics and nuances of communication in the classroom.

A simple statistical calculation in the form of percentages was employed to bolster the findings further and strengthen the credibility of the qualitative analysis. This statistical approach provided quantitative data to complement the qualitative insights, reinforcing the research results and offering a more comprehensive understanding of the communication patterns within the classroom setting (Septiningtyas, 2016). The integration of qualitative and quantitative elements in this research design facilitated a robust investigation, enabling researchers to gain multifaceted perspectives on teacher talk, student talk, and the distribution of talking time during classroom interactions.

Figure 1. The flowchart diagram of the research process.
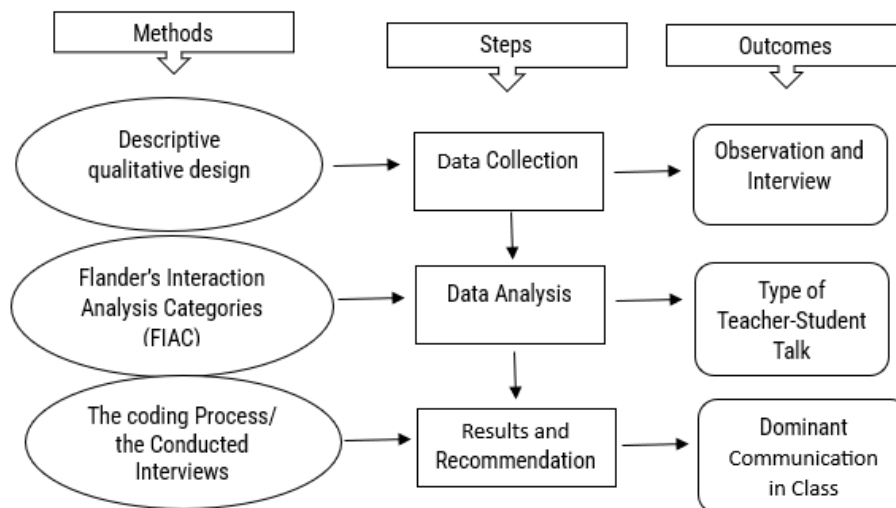
Data Collection

In this research, a comprehensive two-stage data collection process was employed to ensure the robustness of the study's findings. Initially, data was gathered through direct classroom observations, capturing the interactions between second-grade students. This particular grade level was selected due to the observed tendency of these students to actively engage in classroom discussions, making the research data more naturally enriched (Emilia, 2005).

To further enhance the data and ensure its reliability, interviews were conducted as the second data collection stage. A junior high school teacher was selected as a participant in the interview, chosen for her willingness to participate in the research and her openness to providing valuable insights. This purposeful sampling method allowed for a deliberate selection of a suitable participant. The questions presented to the teacher were thoughtfully prepared and are documented in Table 1.

Moreover, the FIAC (Flander's Interaction Analysis Categories) theory was utilized to analyze the collected data, employing coding systems to uncover distinct patterns in classroom interactions (Amatari, 2015). After transcribing the recorded data, each utterance was systematically coded according to its corresponding category number, facilitating a sequential and organized data analysis. This methodological approach ensures a comprehensive and in-depth investigation into teacher talk and student talk during classroom interactions, thus contributing to the rigor and validity of the current research.

Data Analysis

Upon completion of the observation procedure and compilation of the data, a meticulous analysis is conducted to extract relevant insights from the classroom interactions between teachers and students. The obtained data is then organized in a systematic sequence, enabling further calculation of the frequency of teacher-student dialogues during the observed classroom interactions. To perform these calculations accurately, specific formulas are employed to derive meaningful quantitative information from the data. These formulas serve as essential tools in quantifying the occurrence and patterns of dialogue between the teacher and students, facilitating a comprehensive understanding of the dynamics within the classroom setting.

    a. Percentage of Teacher Talk (TT)

$$TT = \frac{C_1 + C_2 + C_3 + C_4 + C_5 + C_6 + C_7}{N} \times 100$$

    b. Indirect Teacher Talk Ratio (ITT)

$$ITT = \frac{C_1 + C_2 + C_3 + C_4}{N} \times 100$$

    c. Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C_5 + C_6 + C_7}{N} \times 100$$

    d. Percentage of Student Talk (ST)

$$ST = \frac{C_8 + C_9}{N} \times 100$$

    e. Silence of Confusion Ratio (SC)

$$SC = \frac{C_{10}}{N} \times 100$$

    f. Indirect and Direct Ratio (I/D)

$$\frac{I}{D} = \frac{C_1 + C_2 + C_3 + C_4}{C_5 + C_6 + C_7} \times 100$$

Finally, combined with the research questions addressed in this study, the outcomes of the percentage analysis for each category were thoroughly examined. The coding process and the interviews that were conducted played a crucial role in facilitating the researcher's comprehensive explanation of the findings. The coding process served as the primary data source, enabling a systematic organization and analysis of the observed interactions. Simultaneously, the interviews provided valuable supplementary data, contributing to the validation and verification of the research results, further enhancing the overall robustness and credibility of the study.

RESULT AND DISCUSSION

Result of the Research

As a result of limitations imposed by school regulations, the classroom interaction under observation was confined to a single session, encompassing an 80-minute duration. The observed behaviors were meticulously translated throughout this period into descriptive codes to facilitate thorough analysis. Subsequently, the collected data underwent a comprehensive study, yielding a table that presented calculated information on classroom interaction. The analysis involved considering every utterance made by both the teacher and the learners within the classroom setting. Table 1, which portrays the results of the FIAC calculation, was subsequently generated after transcribing and evaluating the recorded classroom interaction.

Table 1. The result of the FIAC Calculation

		Teacher Indirect Talk				Teacher Direct Talk			Student Talk Response		Silence	
		1	2	3	4	5	6	7	8	9	10	Total
Teacher Indirect Talk	1	4										4
	2		10									10
	3			5								5
	4				140							140
Teacher Direct Talk	5					157						157
	6						69					69
	7							1				1
Student Talk Response	8								50			50
	9									3		3
Silence	10										80	80
Total		4	10	5	140	157	69	1	50	3	80	489

Note:
1. Accepts feeling
2. Praises or encourages
3. Accepts or uses ideas of students
4. Ask the question
5. Lecturing
6. Giving direction
7. Criticizing
8. Student talk response
9. Student talk initiation
10. Silence of confusion

Table 2. The distribution of classroom observation using FIAC

No	Observation Categories	Numbers	%
Teachers' Talks			
1	Accept Feeling	4	0.8%
2	Praises or Encourages	10	1.9%
3	Accepts or Uses Ideas of Students	5	1.0%
4	Asks Questions	140	27.0%
5	Lecturing	157	30.3%
6	Giving Directions	69	13.3%
7	Criticizing	1	0.2%
	Total	386	74.4%
Learners' Talk			
8	Student Talk Response	50	9.6%
9	Student Talk Initiation	3	0.6%
10	Silence Or Confusion	80	15.4%
	Total	133	25.6%

After carefully transcribing and reviewing the recorded interactions during classroom observation, the analysis revealed a total of 368 instances of teacher talk and 133 instances of student talk. To gain deeper insights and a more comprehensive understanding, the collected data was subjected to further examination using the FIAC framework. Through this analytical process, the percentages corresponding

to each category were derived, providing valuable quantitative information about teacher and student talk distribution in the observed classroom interactions. These percentages, along with their respective categories, are presented in detail in Table 2, offering a comprehensive overview of the communication patterns within the classroom setting.

The data presented in Table 2 reflects the comprehensive analysis conducted by the researcher, categorizing all instances of teacher talk and student talk based on Flanders' Interaction Analysis Category (FIAC). Notably, the most prevalent category observed in teacher talk was "lecturing," with a calculated occurrence of 386 instances. This observation was further substantiated by the findings from the teacher's interview, where it was confirmed that the predominant activity in the classroom was lecturing.

As for student talk, the most frequently occurring category was "student talk response," with a total of 50 instances. The insights obtained from the interview with the students corroborated this finding and were reported accordingly based on the specified topic under investigation. The data extracted from both the observed interactions and the interviews culminated in a comprehensive understanding of the various communication patterns within the classroom context. The interview result was reported based on the topic as follows:

1.1. FIAC type of teacher talk (lecturing)

Interviewer:

What kind of talk did you use mostly in the classroom; indirect or direct?

Teacher:

I use direct talk usually. Because direct talk creates clarity in giving explanations.

1.2. FIAC type of student talk (student talk response)

Interviewer:

Do you often ask questions to the students? Why?

Teacher:

Yes. I do. Giving a question is a basic conversation in the classroom. Because, I want to increase the students' critical thinking and measure students understanding about materials before I give evaluation test.

Graph 1. The percentage result of teacher and student talk
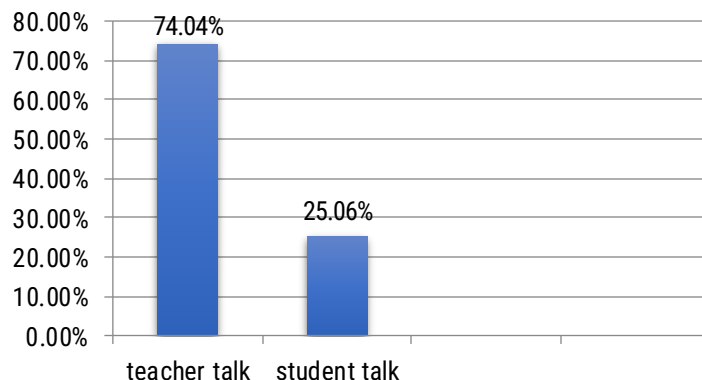
Upon analyzing the comprehensive data obtained from the classroom observation, the research revealed noteworthy patterns in teacher and student talk distribution during the interaction. Specifically, the predominant portion of the talking time was attributed to teacher talk, accounting for 74.4% of the total interaction time. Meanwhile, student talk response comprised 9.6% of the time, and student talk initiation accounted for 0.6%. The remaining 15.4% of the time was characterized by moments of silence, confusion, or talk that could not be classified into specific categories.

Discussion

Further examination of the teacher talk revealed that the majority of the time was devoted to asking questions, delivering lectures, and providing directions, indicating the teacher's role in imparting

information and guiding the learning process. Conversely, the bulk of the student talk was focused on giving responses, signifying their engagement and active participation in the classroom interaction. These findings shed light on the dynamics of communication within the classroom, highlighting the significant role of the teacher in facilitating learning and the students' role in responding and contributing to the educational discourse.

The findings of this research revealed a clear distribution of the time spent on different types of communication within the classroom. Specifically, the teacher talk accounted for 74.4% of the total interaction time, while the student talk comprised 10.2%. The remaining 15.4% of the time was characterized by periods of silence. Notably, only a small proportion of the student talk was observed to be initiated by them, specifically in relation to the learning materials. Instead, the majority of their communication was in response to the teacher's lectures or questions, indicating a more reactive role during the learning process.

On the other hand, the teacher adopted a more direct teaching style, as evidenced by the ratio between direct and indirect influence, which was found to be less than one. This suggests that the teacher primarily focused on delivering lessons and providing guidance throughout the teaching and learning process. To foster increased student engagement, the teacher actively encouraged them to participate by allowing them to ask questions during her lectures. This approach aimed to create a more interactive and participatory classroom environment, promoting a higher level of student involvement in the learning experience.

Drawing on the analysis of the two data collection methods utilized in this study, the researcher provides concise and lucid descriptions centered on the data acquired through classroom observation and interviews. The primary objective of this research is to explore and elucidate the types of communication that transpire between teachers and students within the classroom setting, mainly focusing on the FIAC categories. The main emphasis lies in identifying which kind of talk, whether from the teacher or the students, dominates the classroom interactions.

In addressing the initial research question, the author relied on the findings obtained through classroom observation. The observations revealed that various interaction patterns, as classified under FIAC categories, were evident throughout the classroom activities. These categories encompassed diverse forms of communication, including accepting the feelings expressed by students, offering praise and encouragement, incorporating students' ideas into the discourse, posing questions, delivering lectures, giving directions, and providing constructive criticism.

Furthermore, the study also identified all categories of student talk, comprising both student responses and initiations. Additionally, instances of silence were also observed by the researcher. Upon analyzing these results, the researcher concluded that the most frequently occurring category of teacher talk was "lecturing," whereas, for student talk, the dominant category was "student response." This suggests that lectures from the teacher predominantly influenced classroom interactions, while the students' active participation primarily manifested in the form of responses to the teacher's prompts and questions.

In addition to addressing the second research question, the researcher utilized both the observation results and the insights gleaned from the interviews to reinforce and enrich the findings. The observations indicated a clear dominance of teacher talk over student talk within the classroom setting. The percentages, with an average of 74.4% for teacher talk and 10.2% for student talk, provide strong evidence supporting the conclusion that the classroom interaction was primarily teacher-dominated. As suggested by Septiningtyas (2016), a teacher-dominated environment occurs when the teacher assumes a prominent role, extensively monopolizing the conversation, thereby affording the students limited opportunities to participate actively in the discourse.

Furthermore, the interview outcomes corroborated these observations, as the teacher acknowledged that the predominant activity in the classroom involved delivering lectures to explain the subject matter. This alignment between the observation and interview results further reinforces the notion of a teacher-dominated classroom environment, where the teacher's active engagement in lecturing leaves relatively limited space for substantial student involvement in the communication process.

CONCLUSION

The primary objective of this study was to identify the prevailing categories in verbal interaction, as classified under FIAC (Flanders Interaction Analysis Categories), and to ascertain the percentage of verbal interaction during the learning process. Based on the research findings, it can be deduced that the teacher assumed a dominant role in the classroom. The teacher exhibited higher activity levels than the students, who were relatively less active in the communication process. Most of the students' talking time was utilized to respond to the teacher's questions and lectures.

Regarding the teacher's communication style, direct influence was more prominently employed than indirect influence. The teacher relied heavily on methods like lecturing and giving directions to facilitate teaching and learning. The quantitative analysis revealed that the percentage of teacher talk in the research was 74.4%, whereas student talk, encompassing both response and initiation, accounted for 10.2% of the total interaction time. The remaining 0.6% was attributed to moments of silence within the classroom setting. Overall, these results suggest a teacher-centric classroom environment, where the teacher played a more active role in the instructional process, while the students' contribution to the verbal interaction was comparatively limited.

Based on the aforementioned considerations, teachers should enhance classroom interaction to create a more dynamic and engaging learning environment, avoiding monotony. Teachers are encouraged to work on developing and refining their fundamental skills in managing their speech and employing effective techniques in asking appropriate questions and providing constructive feedback to students during class sessions. By doing so, it is anticipated that various types of communication will foster a stronger and more productive interaction between the teacher and students. Additionally, the teacher should strive to become a proficient facilitator and motivator, encouraging and inspiring students throughout the learning process. These efforts will contribute to an enriched and vibrant classroom atmosphere, promoting a more fruitful and engaging learning experience for all students. It is recommended that further investigation of the study be integrated into communication media which is appropriate to the needs of the students.

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