

TEACHER-STUDENT INTERACTION IN THE ENGLISH CLASSROOM: A LITERATURE REVIEW

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ABSTRAK

Penelitian ini bertujuan untuk menentukan efektivitas fungsional interaksi guru-siswa menggunakan bahasa Inggris di dalam kelas, mengeksplorasi dampaknya terhadap penguasaan bahasa siswa dan relevansinya yang lebih luas bagi kompetensi komunikatif masyarakat umum. Metode penelitian yang digunakan adalah tinjauan pustaka yang ekstensif, menggunakan pendekatan sistematis kualitatif untuk analisis terstruktur dari pengetahuan yang ada. Pengumpulan data melibatkan analisis cermat terhadap artikel jurnal terkait, buku akademis, laporan penelitian komprehensif, dan sumber informasi ilmiah lainnya yang secara langsung relevan dengan topik penelitian. Data dianalisis secara kualitatif, dengan fokus pada identifikasi pola berulang yang krusial dan sintesis temuan kunci yang paling signifikan dari sumber relevan yang dipilih. Hasil penelitian menggarisbawahi bahwa interaksi guru-siswa di kelas bahasa Inggris berdampak besar pada pembelajaran bahasa. Komunikasi yang efektif dan jelas, penggunaan teknologi yang tepat secara bijaksana, dan pemahaman yang tajam tentang nuansa budaya dalam interaksi ini dapat secara signifikan meningkatkan keterampilan bahasa Inggris praktis siswa dan kepercayaan diri mereka dalam menggunakan bahasa tersebut. Oleh karena itu, sangat penting bagi para pendidik untuk terus mengembangkan dan menyempurnakan kemampuan mereka untuk memfasilitasi interaksi yang bermakna, menarik, dan mendalam, sehingga menumbuhkan lingkungan kelas Bahasa Inggris yang lebih produktif dan merangsang untuk perkembangan siswa yang optimal.

Kata Kunci: *Guru, Siswa, Interaksi, Bahasa Inggris*

ABSTRACT

This study aims to determine the functional effectiveness of teacher-student interactions using English within the classroom, exploring its impact on students' language acquisition and its broader relevance for the general public's communicative competence. The research method employed is an extensive literature review, utilizing a qualitative systematic approach for a structured analysis of existing knowledge. Data collection involved meticulously analyzing pertinent journal articles, academic books, comprehensive research reports, and other scholarly sources of information directly relevant to the research topic. Data were analyzed qualitatively, focusing on identifying crucial recurring patterns and synthesizing the most significant key findings from the selected relevant sources. The study's results underscore that teacher-student interactions in the English classroom profoundly impact language learning. Effective, clear communication, the judicious use of appropriate technology, and a keen understanding of cultural nuances within these interactions can significantly enhance students' practical English language skills and their confidence in using the language. Consequently, it is vital for educators to continuously cultivate and refine their abilities to facilitate meaningful, engaging, and deep interactions, thereby fostering a more productive and stimulating English classroom environment for optimal student development.

Keywords: *Teacher, Student, Interaction, English*

INTRODUCTION

Education in general is a conscious and planned effort to realize the conditions and

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conditions for active learning of students. Education can improve abilities in individuals, namely by increasing spiritual knowledge, self-control efforts, intelligence, personality values, morals and skills.

According to Government Regulation of the Republic of Indonesia Number 57 of 2021 states in Article 1 Paragraph 1 that education is a conscious and systematic effort in creating a learning atmosphere and learning process so that students can actively develop the potential within them in order to have religious spiritual strength, self-control, personality, agility, noble character, and skills needed by themselves, citizens, nation and State. From here it can be understood how important knowledge is for the survival of human beings. With knowledge, humans will know what is good and what is bad, what is right and what is wrong, what brings benefits and what brings harm (Abdul et al, 2022)

Education is a continuous process that leads humans to maturity, namely in the sense of the ability to acquire knowledge, develop abilities/skills, change attitudes and the ability to direct oneself, both in the fields of knowledge, skills, and in using the process of maturity itself and the ability to assess. Education is the keyword in every effort to improve the quality of human life, where it has a role and object to humanize humans. Therefore, the focus of education is directed at the formation of a superior personality in emphasizing the process of maturing the quality of logic, heart, morals and faith. The peak of education is the achievement of the point of perfection of quality of life (Lazwardi, 2017).

Education is a process that involves structured teaching and learning to acquire the knowledge, skills, values and understanding necessary to thrive and succeed in life. More than just transferring information, education aims to mold individuals holistically, intellectually, emotionally and socially. According to Nelson Mandela, "Education is the most powerful weapon we can use to change the world." This statement highlights the importance of education in creating positive change, both within individuals and in society as a whole. Education encompasses various aspects, including formal education in schools, nonformal education through training and courses, and informal education that occurs through everyday experiences and social interactions. In every form, education plays an important role in shaping individuals, opening doors of opportunity and strengthening the foundations for a country's social and economic progress.

Learning involves interaction between learners and teachers, in the learning process teachers provide guidance to learners to acquire knowledge, skills, and develop positive attitudes. The learning process is not only focused on mastering material and skills, but also includes developing attitudes and increasing self-confidence. Regulation of Permendikbud Ristek Number 16 of 2022 explains that learning is organized in a learning atmosphere that is interactive, inspiring, fun, challenging, motivates students to participate actively and provides sufficient space for initiative, creativity, independence according to the talents, interests, and physical, and psychological development of students". The three main components contained in the learning process are students, teachers, and learning resources to interact with others during the learning process. In order for learning to take place effectively, the teacher only acts as a facilitator and learning is focused on students. Learners will be motivated to actively participate in the process of developing knowledge, attitudes, and behavior, with the teacher's role as a facilitator if learning focuses on them (Panggabean, 2021). Learning should also focus on 21st century skills or 4Cs (critical thinking, communication, collaboration and creativity).

Teachers and students are the two main components in the education process that complement each other. The teacher acts as a facilitator, guide, and source of knowledge, while the student is the recipient of knowledge, the researcher, and the developer of potential. The relationship between teachers and students forms a strong foundation for learning, enabling knowledge transfer, character building and skill development. As Albert Einstein put it, "A



teacher can open the door, but you must enter it yourself." This quote highlights the teacher's role as a pathfinder to knowledge, but ultimately, the responsibility for learning lies with the student.

In today's globalized and interconnected world, English has undeniably emerged as the lingua franca, becoming the language of international communication, business, and academia. Proficiency in the English language has become a critical skill that opens doors to diverse opportunities, allowing individuals to participate actively in cross-cultural exchanges, pursue higher education, and access a wider array of career prospects (Yusupova, 2022). Consequently, educational institutions worldwide recognize the importance of equipping students with strong language skills, particularly emphasizing the four fundamental language competencies: reading, writing, speaking, and listening (Atmowardoyo et al., 2021).

Nowadays, English should not be underestimated. This is because English is so important. Many parents want to teach their children to learn English from an early age, it is indeed not easy to teach children at an early age, not only English but also other things. In teaching English to children at an early age, of course, there is a very different way when compared to teenagers or adults. In early childhood, teaching English is only an introduction. So, children at an early age can only be taught the basics and they are taught by playing, but not just playing. Playing here is directed play. In this way, they can learn many things. We need to know that when children play, their brains are calm because they feel happy and cheerful. In this condition, the knowledge we teach can enter and be embedded well and easily in their brains (Nasution, 2016).

Early learning of English is an important investment in children's personal and professional development. English is an international language that is widely used in a variety of fields, including education, business and technology. Here are some reasons why early learning of English is so important as it opens up access to global knowledge. English is a language widely used in literature, science and technology. By mastering this language, children can access various sources of global knowledge and broaden their horizons. Then Increase Career Opportunities? In the era of globalization, English proficiency is becoming a highly valued skill in the international job market. Early learning of English opens the door to a wide range of career opportunities in the future. Then Expand Communication Networks. English is the language of international communication in many fields. By mastering this language, children can communicate with people from different cultural backgrounds and expand their social networks.

As Walt Disney said, "If you can dream it, you can do it." This quote shows that with English language skills, children have the opportunity to realize their dreams and goals in an increasingly globally connected world. Through English language skills, students can also have a good conversation or interaction.

Teachers and students are harmonious, balanced and harmonious phrases. The relationship between the two is in a relationship of obligation that requires each other. In the separation of bodies, their souls unite as a duality, the teacher teaches and the students learn in the process of educational interaction that unites their steps towards one goal, namely goodness. Interaction that has educational value, namely interaction that consciously places the goal of changing a person's behavior and actions. This educational interaction in the world of education is called educational interaction. Good teaching and learning interaction requires clear interaction between the teacher (communicator) and the student (communicant), so that two activities are integrated that are effective in achieving teaching and education goals. Students can be successful in their learning tasks, and teachers can also succeed in teaching and educating according to the goals to be achieved (Sudaningsih, 2020).

The interaction between teachers and students in the English classroom is a key

foundation for effective language learning. In the classroom environment, the dynamics of this relationship play a crucial role in facilitating language comprehension, the acquisition of communication skills, and the establishment of sustainable learning motivation. In this literature review, we will explore various aspects related to teacher-student interaction in the English classroom, focusing on important findings in relevant research.

RESEARCH METHODOLOGY

The methodology employed in this study is a literature review, which involves a systematic examination and synthesis of existing research and scholarly materials relevant to the topic. This approach allows for a comprehensive understanding of current knowledge, identification of research gaps, and the development of informed conclusions based on established findings. Data for this review was collected through a targeted search of prominent academic databases, including Google Scholar and PubMed, as well as specific journals focused on English language education.

The search strategy involved the utilization of specific keywords and combinations thereof to ensure the retrieval of pertinent literature. These keywords included "teacher-student interaction," "English language learning," and "classroom communication." The identified articles were then subjected to a rigorous screening process based on predefined inclusion criteria. These criteria focused on the relevance of the study to the research topic, the methodological soundness of the research conducted, and the theoretical contributions of the work to the understanding of teacher-student interaction in English language learning contexts.

Following the identification and selection of relevant articles, a systematic analysis and synthesis of the information was conducted. This process involved extracting key findings, methodologies, and theoretical frameworks from each study. The synthesized information was then organized and interpreted to identify recurring themes, contradictions, and areas of consensus within the existing body of literature. This analytical approach allowed for the development of a comprehensive overview of the current state of research on teacher-student interaction in English language learning.

RESULTS AND DISCUSSION

Results

The application of the grammar translation method was found to enhance students' knowledge and understanding in English grammar skills as well as improve students' ability to translate their mother tongue into the target language or vice versa (Amaniasih et al., 2023). Furthermore, collaborative interaction using web-based virtual reality indicated that students gave positive reactions and had a good experience in learning English using WebVR technology, although this study also noted the emergence of simulator sickness as well as audio and video interference, thus further research is highly recommended (Reviantil & Anggoro, 2022). In addition, the inquiry approach proved to significantly improve student learning outcomes, as seen from an increase in cycle I of 54.4% and in cycle II reaching 76.7%, which supports the hypothesis that this approach is effective (Tumulo, 2022).

Then, educational interaction between educators and students proceeded well when teachers used skills in every teaching and learning process, which in turn could increase students' motivation to learn English (Sudaningsih, 2020). Similarly, teacher-student interaction in English learning was found to be beneficial in helping them interact, exchange thoughts, ideas, and concepts in English, which contributed to the development of students' English language skills along with increased opportunities for interaction (Amiruddin & Zuhri, 2020). On the other hand, the adaptation of blended learning during the COVID-19 pandemic for English language learning in elementary schools showed that good collaboration between

teachers, students, and parents could overcome problems, with teachers required to be creative in providing learning platforms (Susanti & Prameswari, 2020).

Furthermore, the implementation of the Teams Games Tournament (TGT) learning model with audiovisual media was proven to improve students' English learning outcomes, as seen from an increase in the average score from 67.77 to 83.33 in cycle II, as well as an increase in the percentage of student learning completion from 30.55% to 94.44% (Merti, 2020). Meanwhile, to improve students' English speaking ability in facing the Era of Revolution 4.0, several fairly effective ways were identified, including increasing vocabulary, reading aloud, and using role-playing methods as well as illustrated story media (Sari & Lestari, 2019). Nevertheless, the role of the language environment in students' spoken English acquisition at an Islamic boarding school showed that although specific interactions between students and ustadz or fellow students had a statistically low role, students who frequently interacted with English obtained more input and had better fluency (Amiruddin & Jannah, 2019).

Subsequently, a strong relationship was found between teacher teaching styles and student learning motivation in English subjects, which indicates that teacher teaching style has a strong influence on student learning motivation (Rahmat & Jannatin, 2018). Efforts to improve English vocabulary mastery through the Scramble model also showed positive results, evidenced by the percentage of classical completion increasing from 15.15% in the pre-cycle to 87.88% in cycle II (Sugiharti & Raftina, 2018). Similarly, efforts to improve speaking ability in English language subjects through the demonstration method successfully increased students' average scores from 66.97 with 45.45% completion to 75.15 with 90.91% completion in cycle II (Darsiana, 2018).

In addition, the implementation of Card Sort learning to improve English learning achievements in reading text materials showed an increase in student learning completion in each cycle (56% in cycle I, 72% in cycle II, and 92% in cycle III) and made students feel they received attention and the opportunity to express themselves (Asminarseh, 2018). It is also important to develop teacher creativity in creative learning of English lessons, as creative teachers are able to develop pedagogical skills, life skills, improve values, and build and develop professional attitudes (Pentury, 2017). Finally, the effectiveness of flashcard media in improving English vocabulary proved significant, with the experimental group showing higher gain scores (11.7895) compared to the control group (3.2500) (Fitriyani & Nulanda, 2017).

Discussion

a. The Role of Interaction in English Language Learning

Interaction between teachers and students plays a central role in facilitating language comprehension. According to Vygotsky's Zone of Proximal Development theory, interaction with teachers and peers can help in achieving significant progress in English language learning.

Interaction between teachers and students also plays a central role in English language learning. Through active and continuous interaction, students have the opportunity to develop their communicative competence, expand vocabulary, improve grammar understanding, and practice speaking and listening skills. In an effort to achieve the basic and core competencies that have been set, the learning process must be designed in such a way as to facilitate students in understanding, mastering, and applying the subject matter effectively. Teachers need to use various learning strategies and methods that are in accordance with the characteristics of students and the learning objectives that have been set in the planning. Thus, through structured interactions between teachers and students, learning can be an effective means to lead students towards achieving the expected competencies. Thus, understanding learning as a process of interaction between teachers and students includes efforts to make students learn, in line with the scope of the definition in the law and the views of education experts. This confirms that the

active involvement of teachers and students in the learning process is a key factor in achieving educational goals (Nabawi, 2024).

Through Active Communication Mastery, direct interaction between teachers and students allows students to actively participate in conversations, practice various communicative situations, and increase their confidence in speaking English. Then, Better Understanding of Concepts. Through interaction, teachers can provide clearer and more in-depth explanations of grammar concepts and word usage. Discussions and questions from the teacher also help students to clarify their understanding of the material (Einstein, A , 2011).

As well as Social Skill Development. Interaction in English learning allows students to interact with peers in the target language. This not only helps in the development of speaking skills, but also enhances their ability to communicate effectively in social situations. As stated by Stephen Krashen, "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." This quote emphasizes the importance of natural and meaningful interactions in language learning, where students are actively involved in the use of language in meaningful contexts.

b. Effective Communication

Teaching is basically a process of interaction between teachers and students through integrated activities of two forms of activities, namely student learning activities and teacher teaching activities. Learning is essentially a process of conscious behavioral change. Teaching is essentially a planned effort through the arrangement and provision of conditions that allow students to carry out various learning activities as well as possible. Communication that not only involves dynamic interaction between teachers and students but also involves dynamic interaction between one student and another. For example, teachers hold discussions in class. With three clear communication patterns from communicators to communicants, it is hoped that the teaching and learning process can be facilitated effectively and efficiently (Iskandar, 2019).

Effective communication between teachers and students is a key element in language learning. In a study by Ellis and Barkhuizen (2005), communication-focused interactions were shown to improve students' English language skills. Effective communication is an important foundation in the learning process. When teachers and students can communicate well, information can be conveyed clearly, questions can be answered satisfactorily, and understanding can be enhanced. Effective communication facilitates meaningful interactions between teachers and students, strengthens learning motivation and creates an inclusive environment in the classroom. Here is a quote that illustrates the importance of effective communication in learning.

"Communication is the solvent of all problems, therefore communication skills are the foundation for personal development." - Peter Shepherd. This quote emphasizes that communication is the solution of all problems, and communication skills are the foundation for personal development. In the context of learning, the ability to communicate effectively helps in overcoming barriers to understanding and enhancing interaction between teachers and students.

c. Use of Technology

The learning techniques used in educational settings have evolved as a result of digital technology. In the past, student learning was often passive due to the way teachers taught in the form of lectures. However, now a more interactive, collaborative and problem-based learning approach is present thanks to this technology. By utilizing a variety of media, it can encourage active student involvement, direct problem solving and increasingly critical thinking, all of which can help students learn and develop their new abilities. In the past, printed books were often the main source of learning. Not with today's technology, information can be accessed in

various ways, namely through e-books, the internet, or in the form of learning videos. Students can learn by utilizing various learning media in the form of sound, learning videos, animations or texts which really help students absorb and understand information easily (Mahbuddin, 2020).

Technological developments have changed the way interactions occur in the English classroom. The use of online platforms and learning apps has expanded the learning space, allowing interactions to occur virtually between teachers and students. The use of technology has expanded the boundaries of English learning, bringing more dynamic and flexible interactions between teachers and students. With the advancement of technology, English interactions are no longer limited to physical classrooms, but can happen through various digital platforms.

Online Learning Platforms, platforms such as Zoom, Google Meet, and Microsoft Teams have become virtual classrooms for English language learning. They allow direct interaction between teachers and students, even if they are in different locations. Then Learning Apps. Apps like Duolingo, Babbel, and Memrise offer interactive and adaptive learning experiences. They provide exercises, games and quizzes to help strengthen English skills.

Then Social Media and Online Communities. Facebook groups, Reddit forums, and English communities on other platforms allow learners to interact with native speakers and fellow learners. These provide opportunities to practice speaking, writing, and listening in real-life situations. And Translator Apps. Apps like Google Translate and Microsoft Translator help in facilitating cross-language communication. They can be used. to understand complex English texts or to communicate with foreign speakers in their own language.

By integrating technology into English learning, teachers can create a more engaging, adaptive and relevant learning experience for their students. However, it is important to remember that technology is a tool, not a substitute for genuine human interaction. As John Naisbitt puts it, the most exciting breakthroughs of the 21st century will not occur because of technology but because of an expanding concept of what it means to be human.

d. Cultural Aspects

Understanding cultural aspects is important in the interaction between teachers and students, especially in the context of second language learning. Teachers need to understand the cultural background of their students to create an inclusive and supportive environment. Understanding cultural aspects is of key importance in the interaction between teachers and students, especially in the context of English language learning. Culture plays a central role in how we communicate, think and understand the world. When teachers have a deep understanding of their students' cultural backgrounds, they can create an inclusive learning environment, respect diversity, and avoid conflicts or misinterpretations that may arise. An understanding of culture also enables teachers to select relevant and contextualized learning materials, thus enriching the learning experience for all students (Amaniarsih et al, 2023).

As educator and social activist bell hooks puts it, "Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity." This quote highlights the strengths inherent in cultural diversity, and the importance of understanding and valuing such differences in an educational context.

CONCLUSION

Teacher and student interactions in the English classroom have a huge impact on language learning, forming the bedrock of an effective pedagogical environment. Through effective communication, where educators actively listen, provide clear instructions, and offer constructive feedback, students feel more engaged and motivated to participate. The appropriate use of technology, such as interactive whiteboards, language learning applications, or online

collaborative tools, can further enhance these interactions by providing dynamic and varied platforms for practice and engagement. Furthermore, a deep understanding and sensitive integration of cultural aspects are crucial; this ensures that the learning environment is inclusive, respectful, and relevant to students' diverse backgrounds, making them more receptive. When these elements converge, interactions significantly improve students' overall English language skills, including their fluency, vocabulary, grammatical accuracy, and confidence in using the language. Therefore, it is important for teachers to continuously develop their skills in facilitating meaningful and deep interactions, moving beyond superficial exchanges to foster critical thinking and authentic communicative competence in the English classroom.

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